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ABSTRACT

The study described in this report included a statewide collection of baseline information on career/vocational counseling and placement training needs in Michigan. The study sought to determine the need for a statewide career/vocational guidance and job placement training and development center for public secondary and postsecondary counselors, job placement and career resource personnel; preservice and inservice training needs; and possible alternative methods and costs of meeting the needs identified and described. Data were gathered through four separate questionnaires administered to a total of 1,300 persons in these four groups: career/vocational counselors, job placement specialists, career resource center specialists, and administrators. The survey results showed that those questioned perceived a high level of the following needs: training in microcomputer technology, inservice training, nonschool resources, new written materials, clerical help, and smaller counselor/student ratios. The findings also revealed a high interest in a number of services that could be provided through a training and development center: inservice training, monthly newsletter, information, guides, and resources. Further, the findings demonstrate both a strong need for such a center and a high level of intended individual/institutional use of a center. The study also found that those practitioners surveyed perceive that their strengths are in serving students whose backgrounds and ability tend to make them competitive in the academic tasks, while they are not helping those students who want to move into the labor market and those who may be less successful in school. In addition, the survey found differences in the perceptions of strength and weakness ratings between counselors and career resource and placement personnel. Recommendations are presented for addressing each of the needs identified by the survey. Twenty-nine tables and 36 figures supplement the text. Extensive appendixes include the survey questionnaires, lists of Advisory Committee and Field Review Team members, and the Secondary Statewide Forum agenda with list of participants. (KC)

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AN ASSESSMENT OF THE TRAINING NEEDS OF CAREER-VOCATIONAL COUNSELORS, JOB PLACEMENT AND CAREER RESOURCE CENTER PERSONNEL IN MICHIGAN: IMPLICATIONS FOR LONG-TERM PROFESSIONAL DEVELOPMENT

DEC 02 1986

Final Report

Vocational Education Counseling and Placement Services (VECAPS)

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FINAL REPORT

An Assessment of The Training Needs of Career-Vocational Counselors, Job Placement and Career Resource Center Personnel In Michigan: Implications for Long-Term Professional Development

Funded By:

State Board of Education
Michigan Department of Education
Vocational-Technical Education Services

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FOREWORD

Educators are continually faced with the task of meeting the changing needs of youth and adults in the community which they serve. In order to approach this change process logically, educational planners, must be able to identify what those needs are at given points in time. This study offers Michigan a list of perceived training needs by practitioners and administrators relative to career/vocational guidance, counseling, and placement. Accordingly, we believe that the contents of this study will prove to be a valuable tool for state and local educational agencies and personnel responsible for the provision of professional development and quality career guidance programs.

We are indebted to the Michigan Department of Education and to the almost 1,300 professionals who completed the lengthy questionnaires. Appreciation is also extended to the 53 Career Education Planning District Specialists for the task of coordinating the dissemination and follow-up in their respective districts; and the Deans of Student Services at Michigan's 29 community colleges for the same.

The advice and consultation gained from the advisory committee and field review teams were of inestimable value in the planning, preparation, and refinement of the questionnaires. Sincere appreciation is also extended to all of those individuals who assisted in the interpretation of the findings through the two workshops for their many valuable contributions.

We hope that you find the results to be useful.

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CHAPTER 1
INTRODUCTION

The research study described in this report was funded as a part of the Vocational Education Counseling and Placement Services Project from the State Board of Education, Michigan Department of Education, Vocational-Technical Education Services. The project was carried out using the staff and facilities of Ferris State College, Big Rapids, Michigan, during the 1985-86 year.

Scope of the Study

This study included a statewide collection of baseline information on career/vocational counseling and placement training needs in Michigan. The purpose of the needs assessment component of the study was to determine the need for a statewide career/vocational guidance and job placement training and development center for public secondary and postsecondary counselors, job placement, and career resource personnel; preservice and inservice training needs; and possible alternative methods and costs of meeting the needs identified and described.

Background of the Problem

In the 1970's, local school districts and community colleges successfully delivered implemented guidance and job placement materials, practices, and procedures developed locally and in a statewide inservice training program. However, economic and technological change occurring since the late seventies affected the nature of work and the labor market. The effects of those changes, in turn, created significant changes in the kinds of career/vocational guidance and job placement services needed.

Informal surveys of counselors revealed that guidance staff with secondary and postsecondary career/vocational guidance responsibilities could benefit from and wanted increased opportunities to upgrade their competencies. Professional guidance organizations indicated that there was a high priority need to have statewide personnel development opportunities for counselors.

Vocational administrators also have indicated that there is a need to provide counselors with competencies and tools needed to implement programs which respond to the needs of eligible clients. They have rated such programs as "Educators-In-Industry" as important experiences and participants have accepted them well; however, this program, as presently constructed, is limited in the number of counselors it can serve.

Programs which provide opportunities for vocational counselors, career resource center personnel, and job placement personnel to develop and update skills appear not to be readily available on a regular basis.

Considering the changes and their reoccurring nature, it appears essential that the personnel who are direct student/client service deliverers receive regular opportunities to update their professional skills and that a way be devised to establish development and training activities which will enable deliverers to provide the best possible service in the future.

Importance of the Study

The outcomes that might be expected from the study vary depending upon the expectations of the potential users. At the very least, any identification of weaknesses evidenced in existing career guidance programs could assist in planning inservice programs for counselors, local districts, professional organizations, or state agencies. Such identification of weaknesses could also provide meaningful input to counselor education programs at the state's colleges and universities, perhaps leading to revisions in, or additions to, their present programs.

For the individual counselors, the results of the study could document discrepancies in expectations that may exist between counselors and their administrators. This could lead to personal improvements by counselors either in communicating their role to others or in the services performed.

This study could also provide a format for districts wishing to carry out a local evaluation of their career guidance program and could contribute to the development of separate rating systems for counselors, job placement specialists, and career resource center personnel--a matter that has long been debated from the standpoint that the rating form for teachers cannot be applied to counselors and other support personnel.

It was recognized that such a study might raise more questions than it would answer, but this could also be seen in a positive light since it would help to focus the efforts for future researchers.

Assumptions of the Study

Several assumptions had to be made in order to proceed with the study. These assumptions naturally impose certain limitations upon the interpretation of the data, depending upon whether the reader accepts or rejects them.

First, the assumption that counselors, job placement specialists, and career resource center personnel would possess an adequate knowledge base to react to the questionnaires that would be devised to measure their attitudes. Second, that the items on the instrument would represent a fair means of gathering unbiased data.

Development of the Study

Four separate questionnaires (See Appendix A) were developed for the needs assessment. The first questionnaire was designed to be completed by career/vocational counselors; the second questionnaire was designed to be completed by job placement specialists; the third questionnaire was designed to be completed by the career resource center specialists; and the fourth questionnaire was a duplicate of the first questionnaire modified for the administrators.

In researching possible formats for the questionnaires, attention was given to the twelve elements of a guidance program identified in the literature. The twelve elements listed included Program Planning & Course Selection; Career/Vocational Counseling; Interpersonal Counseling; Group Processes; Assessment; Work with Special Needs Populations; Teacher Consultation; Personal Strengths Appraisal; Information and Referral; Educational Counseling; Placement into the World of Work; and Guidance Program Development.

In reviewing the twelve components of a guidance program, an advisory committee composed of secondary and community college counselors, business & industry representatives, professional organizations, placement personnel, Michigan Department of Education representatives, and Michigan Employment Security Commission (See Appendix B for complete listing of the advisory committee) felt that these were valid components. Once the twelve components had been agreed upon by the advisory committee, the project director and research specialist began to develop a pool of items relating to these components. The total pool was then reviewed by the advisory committee and field review team; and the items that were considered unclear or redundant were deleted. The result was a set of 39 items (See Appendix A--Survey Questionnaire for Counselors and Administrators for entire listing) which it was agreed represented specific activities that might be expected to be carried on under a career guidance program.

During the development of the questionnaires, planning and review meetings were held involving project staff and research specialists with guidance, career education, and research specialists from the Michigan Department of Education.

Following a review and revision process involving the advisory committee, field review team (See Appendix C for a listing of the field review team) and Michigan Department of Education, the questionnaires were pilot tested with secondary personnel from the Newaygo County Principal-Counselor Association and postsecondary personnel from Grand Rapids Junior College. Final revisions in the questionnaires were made prior to final dissemination.

Population

At the secondary level it was determined that the population of guidance, placement, and career resource center personnel was undefined. Therefore, during February, 1986, telephone contact was initiated to the specialists of the 53 Michigan Career Education Planning Districts. (See Appendix D for CEPD regions). They were asked to participate in the dissemination process and to identify the number of surveys needed for the respondents in their district. Packets containing a designated number of questionnaires (See Table 1, page 5, for the number of questionnaires mailed), instructions (See Appendix E), return postcards (See Appendix F) were forwarded to the 53 CPED specialists for local dissemination.

CEPD specialists were directed to disseminate the questionnaires to local district Vocational Directors, High School and Area Center Principals, Counselors (including Special Needs); Job Placement and Career Resource Personnel providing 51% or more of their time in either placement functions or occupational information dissemination. (See Appendix G for a copy of the letter sent the CEPD specialists).

Respondents were asked to return the completed questionnaire to Ferris State College and mail the postcard to the CEPD specialist. This would enable to CEPD specialist to follow-up with the nonrespondents.

At the community college level, questionnaires were forwarded to the Dean of Student Services for dissemination (See Appendix H for list of community colleges in Michigan). The number of questionnaires sent to the Dean of Student Services was determined by a Ferris State College, School of Education survey conducted in Spring, 1985. Counselors providing 51% or more career guidance services, job placement personnel providing 51% or more placement services, and career resource center personnel providing 51% or more occupational information were asked to complete questionnaires. In addition to the Dean of Student Services, the Occupational Dean was asked to complete an administrator questionnaire (See Appendix I for a copy of the letter sent to the Deans).

Prior to the mailing of the questionnaires, a memorandum of support from Dr. Lola Jackson, Director of Vocational-Technical Education Service, was forwarded to secondary and postsecondary administrators and specialists (See Appendix J).

The data and findings were then presented at two statewide forums, one for secondary personnel held June 24, 1986 in Lansing with 37 professionals attending; a second forum for community college personnel was also held in Lansing on July 25, 1986, with 15 professionals attending. (See Appendix K for secondary and postsecondary forum agendas and participants.) Each forum reviewed data from the overall study; however, much of the discussion focus was on the findings from their own level. Forum participants were asked to analyze the findings, provide conclusions and recommendations. This was conducted through small group discussions. The findings, forum conclusions and recommendations have been incorporated into this report.

Survey Return and Follow-Up

Overall 42% of the secondary and postsecondary personnel responded to the questionnaires. While 41% of the secondary and 62% of the community college personnel completed questionnaires, it is important to note that the secondary population was defined by the telephone survey to the CEPD specialists. In several instances, the specialist was not able to provide an exact number and were asked to provide a high estimate of the number of questionnaires deemed appropriate for his/her region. While the response rate is based upon the number of questionnaires mailed to the CEPD specialist, the actual surveys disseminated to the field is not known. Thus, given this uncertainty as to the total population in each group, the actual response rate from the field may even be higher than this figure indicates. (See Table 1 below for categorical percentages).

Table 1
Categorical Questionnaire Returns

	Number Mailed	Number Returned	Percentage Return
SECONDARY			
Counselor	1708	660	39%
Administrator	751	342	46%
Placement	281	131	47%
Career Resource Center	167	65	39%
	2907	1198	41%
COMMUNITY COLLEGE			
Counselor	66	42	64%
Administrator	34	26	76%
Placement	29	15	52%
Career Resource Center	29	15	52%
	158	98	62%

Secondary administrators who completed the administrator version of the questionnaire included primarily high school principals as shown in Table 2.

Table 2
Secondary Administrator Respondents

71% Building Principals
16% Vocational Directors
8% Counseling Director
2% CEPD Specialist
1% Placement Director

Overall, the secondary questionnaires were primarily returned from high school representatives as shown in Table 3.

Table 3
Secondary Response by Institutional Level

	Counselors	Placement	Career Resource	Administrator
High School	86%	57%	78%	75%
Area Center	6%	31%	9%	14%
Adult Education	0	0	1%	0
Other	7%	11%	8%	8%

Statistical Design

Responses were entered into Ferris State College's mainframe computer using the statistical package BMDP to tabulate frequencies for individual items. The frequencies were then entered into a microcomputer using the IBM spreadsheet program LOTUS 1-2-3 for analysis and graphs. Because of the nature of the data, appropriate analysis of frequency counts and percentages were performed.

The resulting information has been sub-divided into a number of different reports. Separate compilations were obtained for each level (secondary and postsecondary). Many of the overall results were also broken down by practitioners and administrators.

Definition of Terms

Career/Vocational Guidance and Counseling means those programs (A) which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision-making, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, and opportunities, and (B) which assist them in making and implementing informed educational and occupational choices.

Career Resource Center Personnel (CRC) refer to educational personnel who assist youth and adults to make career/occupational decisions through the provision of career and occupational information.

Job Placement Personnel refers to those who assist youth and adults to implement career plans through employment, including personnel referred to as job placement specialists, job placement director/specialist, and job developer.

Practitioner--the combined ratings of respondents completing the counselor, career resource center, and placement questionnaires.

Priority Profile--represented the first section on all questionnaires in which respondents prioritized program elements that would enable practitioners to improve program services.

Perceived Needs Profile--represented the second section of the counselor and administrator questionnaires. This section asked respondents to rate the strength, weakness, or relevancy of twelve guidance components and 39 correlated specific activities that might be carried on under a career/vocational guidance program.

Training and Development Center--Career/Vocational Guidance and Job Placement Training and Development Center refers to a staff and institutional location which may be established to provide leadership services to the career/vocational guidance and job placement programs for secondary and postsecondary students in Michigan.

CHAPTER 2
PRIORITY PROFILE

The priority profile was developed as the initial section of all questionnaires for respondents to prioritize possible solutions to the career guidance, counseling, and placement needs of their students. The purposes were to identify direct or indirect needs that would improve local career guidance and delivery. It was also felt that a ranking of suggested solutions from practitioners may help in determining possible relationships between identified priorities, perceived training needs, and identified need, use and support for a training and development center.

Items 1 through 12 of each of the four questionnaires asked respondents to assign priorities to the same 12 suggestions for improving the guidance program and personal job situations. Figures 1-6 indicate the percentage of responses to each choice on the three point priority scale of high-low-not priority. The figure of 50% was used as the basis for making generalizations--if more than half of the group rated an item as high or low, it was considered high or low priority.

Figure 1 provides graphic evidence that the all groups at the secondary level (more than 50% of each population) placed high priority on only one item--Item 11--Microcomputer technology as it relates to guidance and placement. As might be expected, the administrators were the only group that did not place high priority on Item 7--Smaller counselor/student ratio.

More than 50% of the secondary placement and career resource center personnel placed a high degree of priority on Item 9--Additional inservice training or other professional growth (for example, workshops and seminars on career assessment tools, liability in placement, etc.)

Secondary career resource center personnel placed a high degree of priority on Item 10--Written materials including new, innovative, and/or successful models and project ideas in Michigan.

Figure 2 provides a graphic display of the percentage of secondary respondents who rated the twelve priority profile items as low. No one group (more than 50% of the respondents) rated any item as low at the secondary level.

Figure 3 provides graphic evidence that the four community college groups (more than 50% of each group) placed high priority (in rank order) on three items:

Item 11--Microcomputer technology as it relates to guidance and placement (Overall 68% of community college personnel rated this as high priority.)

Item 9--Additional inservice training or other professional growth (Overall 64% of community college personnel rated this as high priority.)

Item 1--Additional career/vocational counseling professional personnel (Overall 62% of community college personnel rated this as high priority.)

Community college counselors were the only group that did not rate Item 2-- Additional professional personnel in placement as high. (Overall 62% of the community college personnel rated this as high priority.)

Although 67% of the community college placement personnel rated Item 12--increased guidance/placement program development as low (Figure 4), overall 60% of the community college personnel rated this as high priority.

54% of the community college administrators and 52% of the community college career resource center personnel rated Item 4-- Additional special needs professional personnel as low.

Community college administrators were the only group that did not rate Item 8--Additional nonschool resources and Item 10--Written materials including new, innovative, and/or successful models and project ideas in Michigan as high.

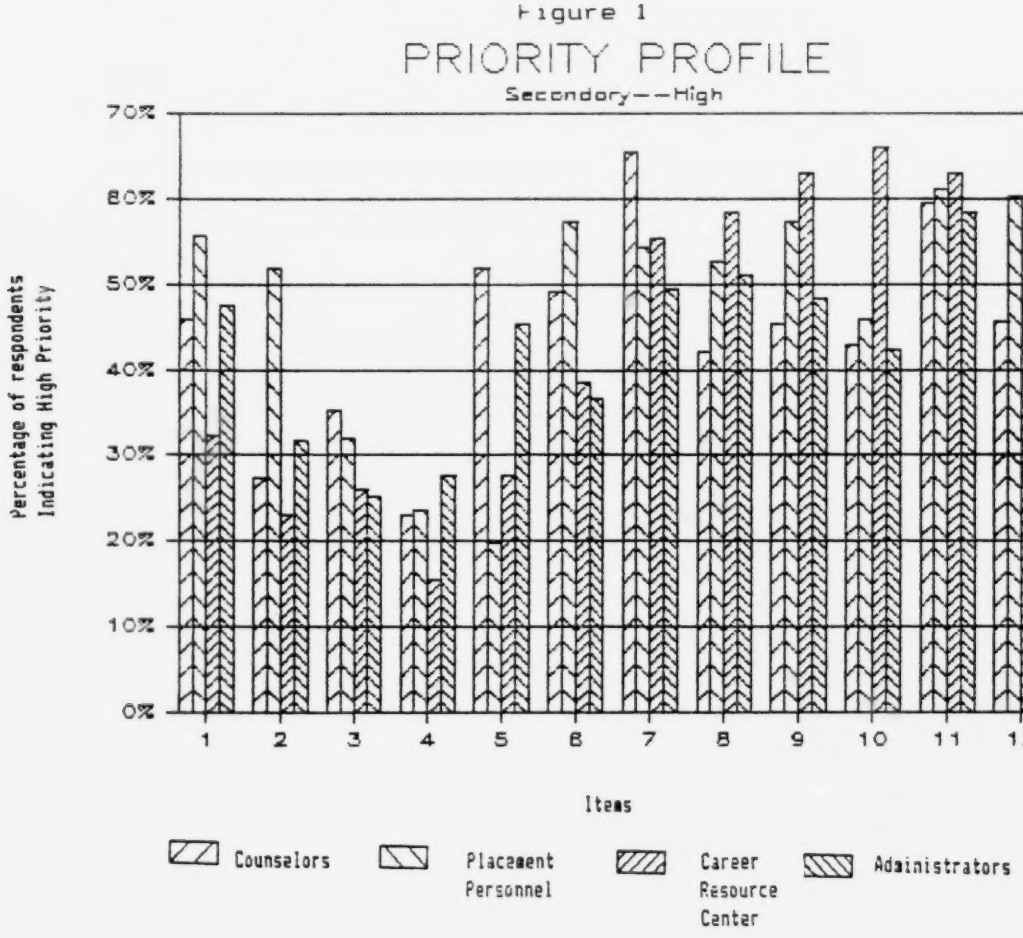
When comparing secondary and community college profiles in Figure 5, all groups (60% of all respondents) consistently rated Item 11-- Microcomputer technology as it relates to guidance and placement as high.

Predictably practitioners (not administrators) rated Item 6-- Additional clerical or other paraprofessional help and Item 7--Smaller counselor/student ratio as high.

Community College (in contrast to secondary) practitioners and administrators rated Item 1--Additional career/vocational counseling professional personnel and Item 2--Additional professional personnel in placement as high.

Figure 6 provides evidence that the community college administrators were the only group that more than 50% rated as low priority. This was Item 4--Additional special needs professional personnel.

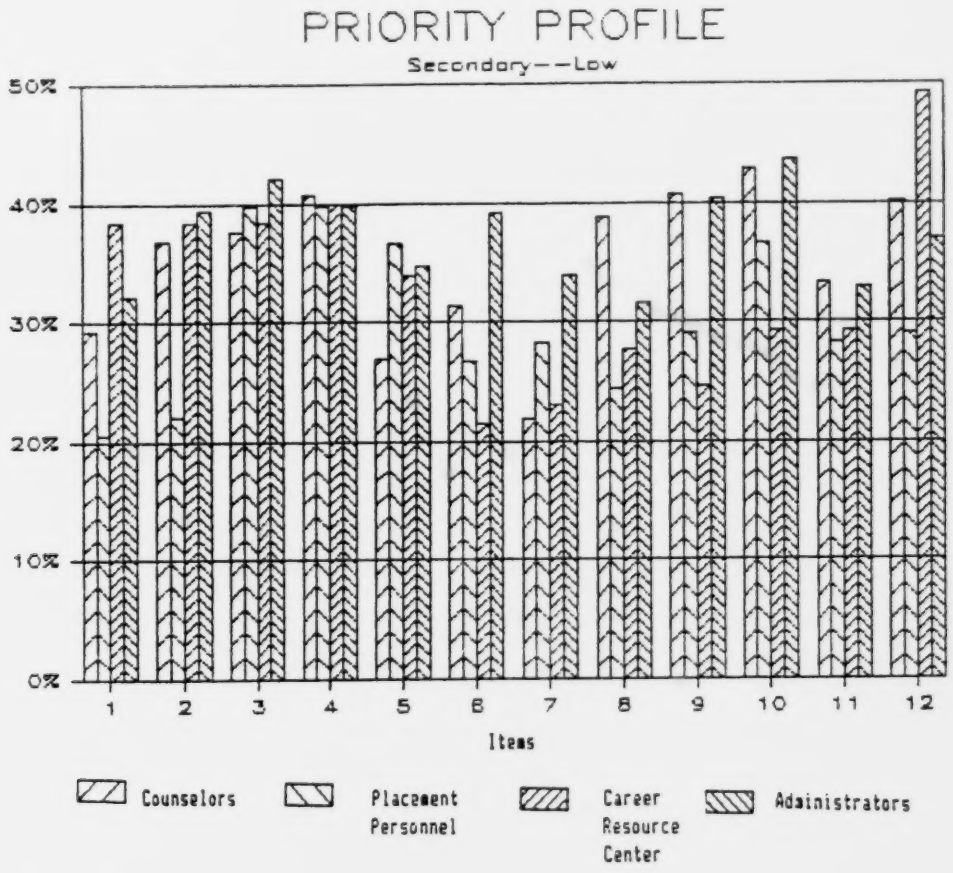
Figure 1



Items

1 = Additional career/vocational professional personnel
2 = Additional professional personnel in placement
3 = Additional career resource center professional personnel
4 = Additional special needs professional personnel
5 = Availability of resource personnel (i.e., school psychologist, social workers)
6 = Additional clerical or other paraprofessional help
7 = Smaller counselor/student ratio
8 = Additional nonschool resources (i.e., greater business and industry involvement and accessibility to funding sources, such as JTPA)
9 = Additional inservice training or other professional growth (for example, workshops and seminars on career assessment tools, liability in placement, etc.)
10 = Written materials including new, innovative, and/or successful models and project ideas in Michigan
11 = Microcomputer technology as it relates to guidance and placement
12 = Increased guidance/placement program development (develop, implement, manage, and evaluate program delivery)

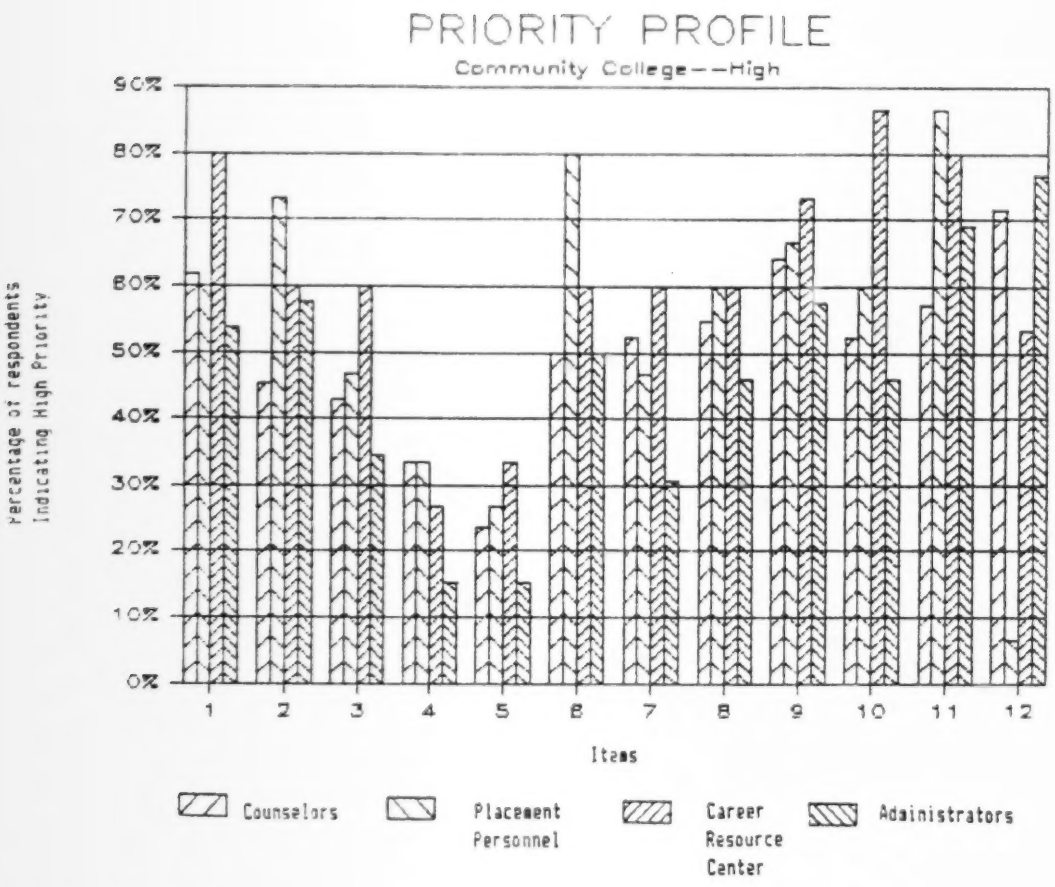
Figure 2



Items

1 = Additional career/vocational professional personnel
2 = Additional professional personnel in placement
3 = Additional career resource center professional personnel
4 = Additional special needs professional personnel
5 = Availability of resource personnel (i.e., school psychologist, social workers)
6 = Additional clerical or other paraprofessional help
7 = Smaller counselor/student ratio
8 = Additional nonschool resources (i.e., greater business and industry involvement and accessibility to funding sources, such as JTPA)
9 = Additional inservice training or other professional growth (for example, workshops and seminars on career assessment tools, liability in placement, etc.)
10 = Written materials including new, innovative, and/or successful models and project ideas in Michigan
11 = Microcomputer technology as it relates to guidance and placement
12 = Increased guidance/placement program development (develop, implement, manage, and evaluate program delivery)

Figure 3



Items

1 = Additional career/vocational professional personnel
2 = Additional professional personnel in placement
3 = Additional career resource center professional personnel
4 = Additional special needs professional personnel
5 = Availability of resource personnel (i.e., school psychologist, social workers)
6 = Additional clerical or other paraprofessional help
7 = Smaller counselor/student ratio
8 = Additional nonschool resources (i.e., greater business and industry involvement and accessibility to funding sources, such as JTPA)
9 = Additional inservice training or other professional growth (for example, workshops and seminars on career assessment tools, liability in placement, etc.)
10 = Written materials including new, innovative, and/or successful models and project ideas in Michigan
11 = Microcomputer technology as it relates to guidance and placement
12 = Increased guidance/placement program development (develop, implement, manage, and evaluate program delivery)

Figure 4

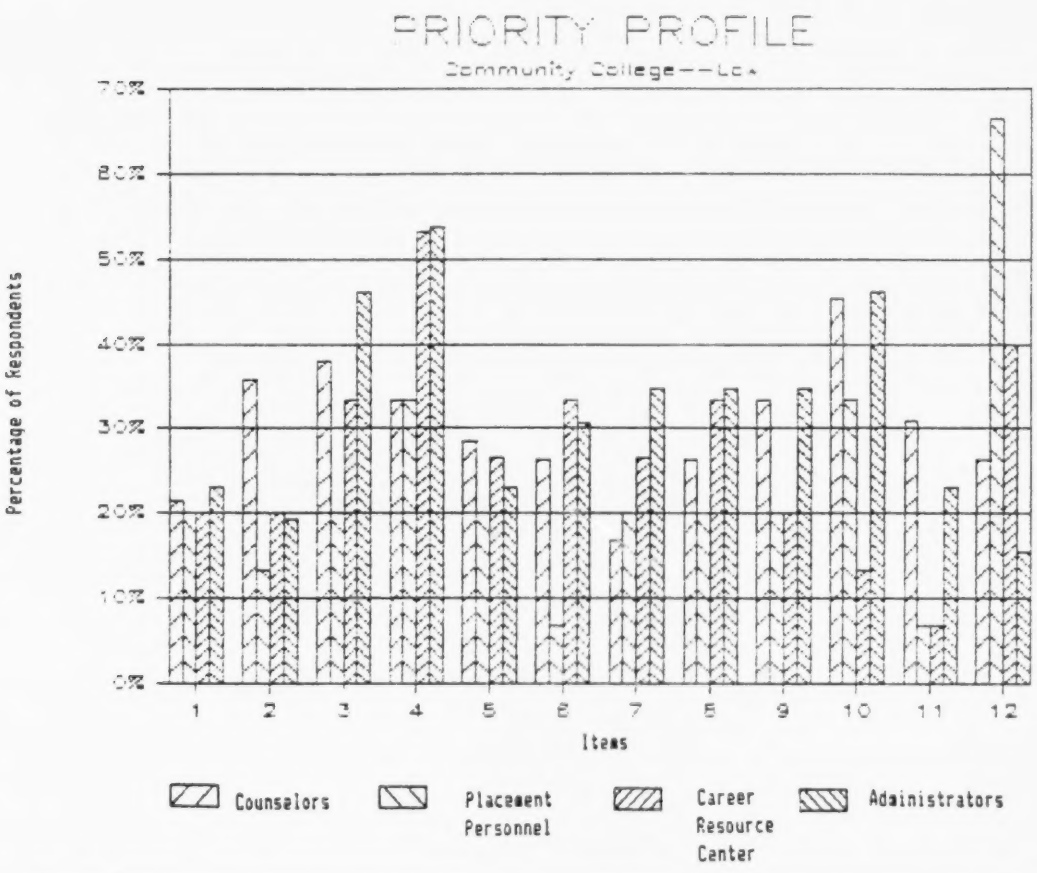


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Figure 5

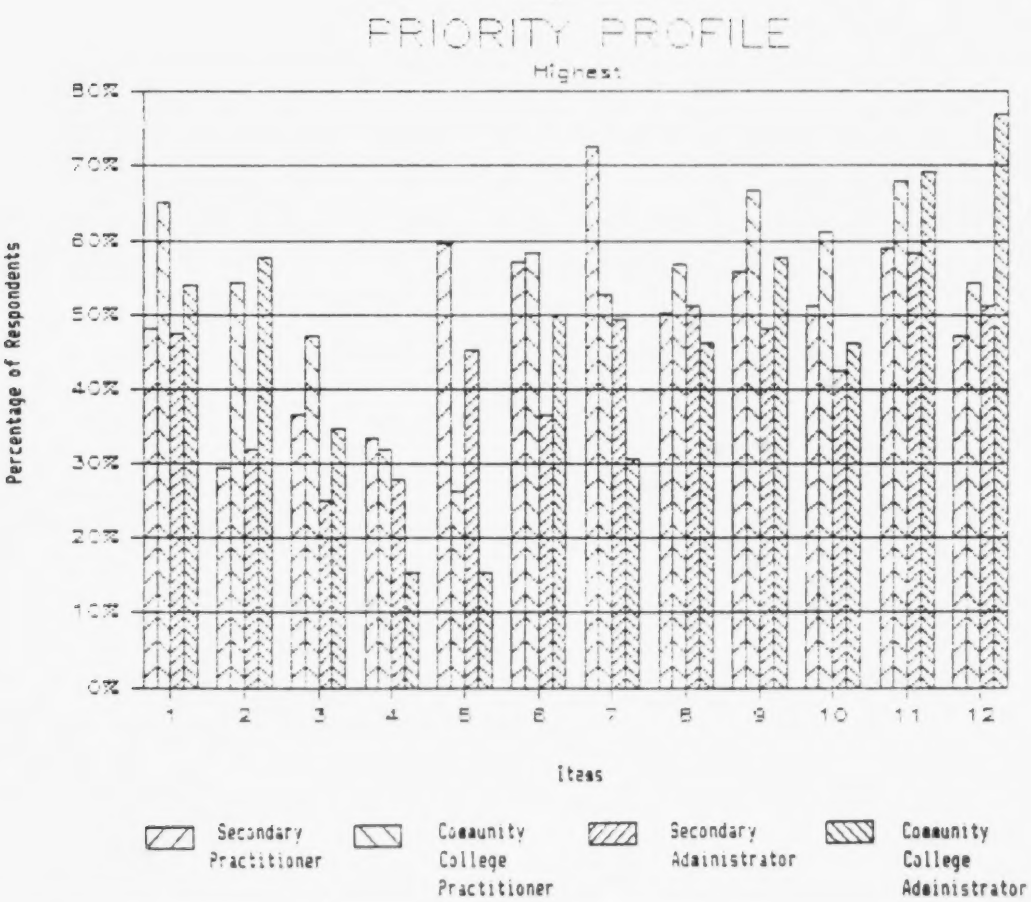

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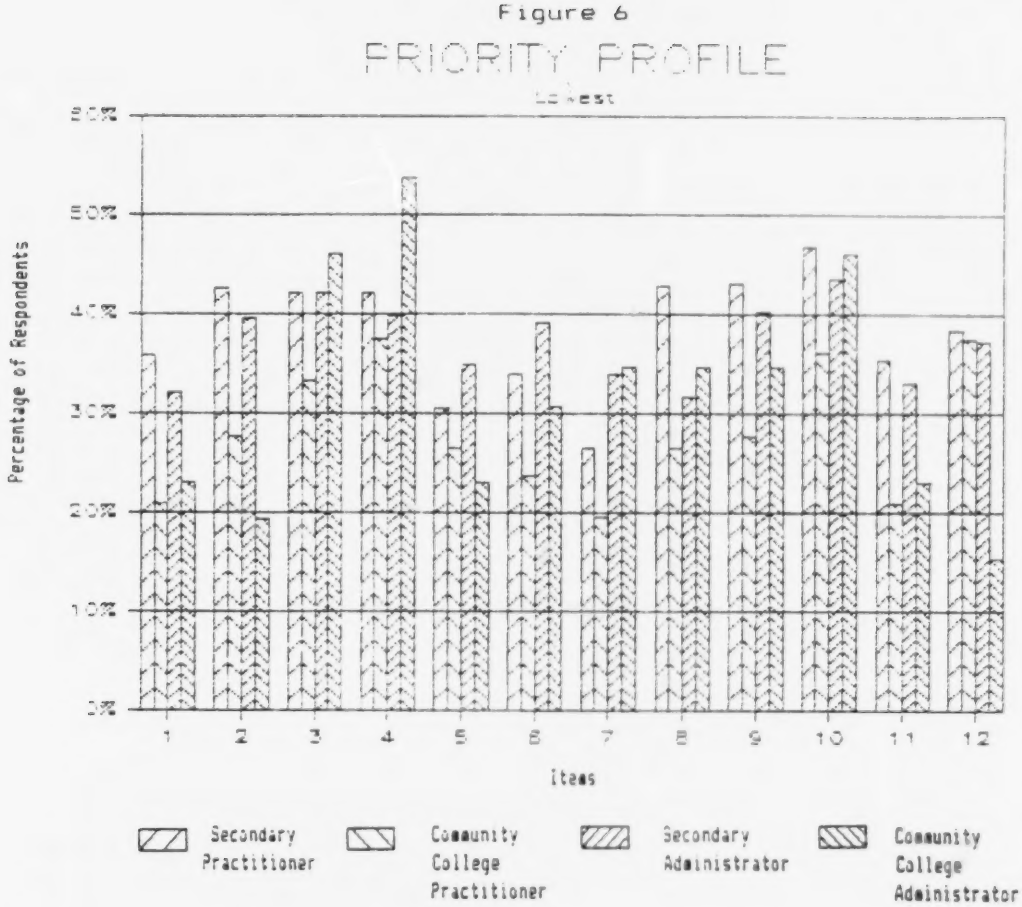
Figure 6



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Summary

The priority profile section of the four questionnaires represented an opportunity for respondents to rate strategies and program features that, if available or implemented, would improve the local career guidance, counseling and placement program. It should be noted that a close review of Figure 5 provides graphic evidence of what secondary and community college practitioners perceived as high priority solutions for their programs:

-Microcomputer technology (item 11)
-Additional inservice or other professional growth training (item 9)
-Additional nonschool resources (item 8)
-Written materials including new, innovative, and/or successful models and project ideas in Michigan (item 10)
-Additional clerical or other professional help (item 6)
-Smaller counselor/student ratio (item 8)

CHAPTER 3
TRAINING & DEVELOPMENT CENTER

To deal with the issue of a training and development center, it was determined that data regarding types of feasible services needed to be collected. Given a set of potential services, it was necessary to determine not only the interest in possible services, but also the need, use and financial support for those services through a training and development center.

All questionnaires includes a section entitled Training and Development Center--Feasibility and Projected Use. Respondents were asked to check which services of a training and development center would they use or have an interest in (see pages 5-6 of the administrator questionnaire in Appendix A for listing of potential need, use and funding services.) Additional key questions related to need for a training and development center and would you and/or your institution use a training and development center were asked. The final set of questions asked how the respondent or his/her institution might be able to financially support the services of a center. Administrators were asked two additional questions relating to minigrants for staff participation in center inservices and the provision of staff release time for the same.

Services

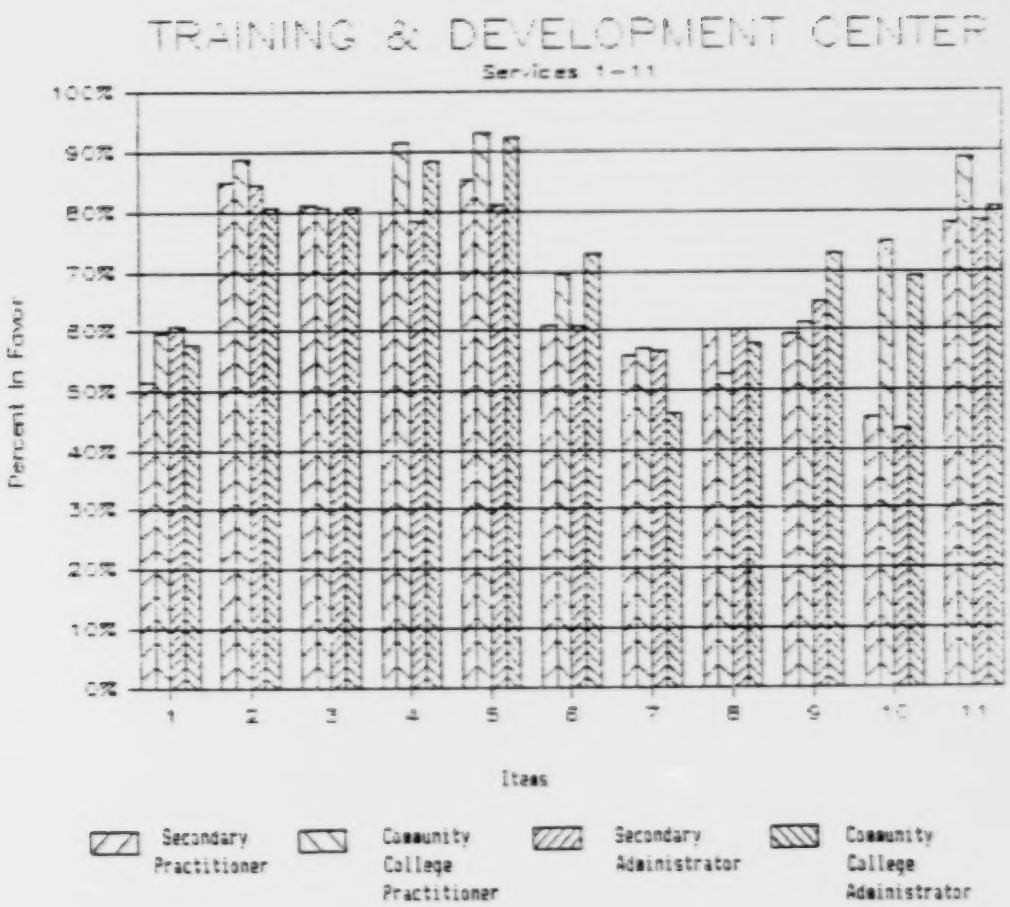
Figures 7 and 8 graphically present the findings on the potential services of a training and development center. Overall, the potential services of a training and development center that received the most frequent favorable response included:

Item 5: Monthly newsletter (85%)
Item 2: Local or regional inservices, workshops, seminars (85%)
Item 3: Listing of information, resources, and resource personnel that have received positive recommendations from the field (81%)
Item 4: Guides to successful Michigan and national guidance/placement/career center projects and contact persons (80%)
Item 11: Inservices, workshops, seminars at a training and development center (79%)
Item 21: Developed guidelines for successful guidance programs (77%)

The only notable difference between secondary and community college was in Item 10. Secondary practitioners (45%) and administrators (41%) did not perceive Item 10--A statewide conference as important as community college practitioners (75%) and administrators (69%).

No one group perceived Item 13--Teleconferences and Item 14--Interactive video conference to be an important service. Only the community college administrators (54%) perceived Item 18--Participating in development of research projects to be an important service. Only 49% overall perceived Item 17--college/university courses as an important service.

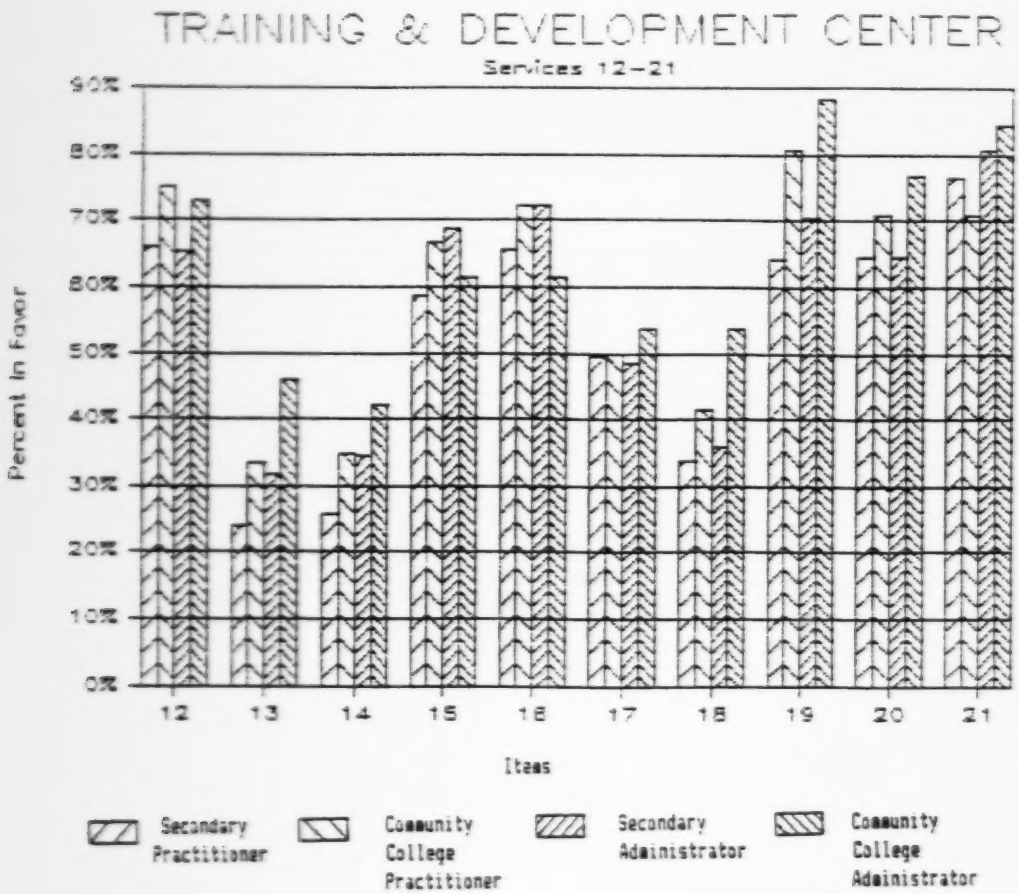
Figure 7



Items

1 = Local on-site technical assistance
2 = Local or regional inservices, workshops, seminars
3 = Listing of information, resources, and resource personnel that have received positive recommendations from the field
4 = Guides to successful Michigan and national guidance/placement/career center projects and contacts persons
5 = Monthly newsletter incorporating reviews of new ideas, programs, software, timely articles, appropriate literature reviews, scheduled professional conferences, inservices, etc.
6 = Statewide personnel and professional organization directory
7 = Watts line service accessing the training and development center
8 = Individualized self-instructional modules
9 = Telecommunication programming or microcomputer networking
10 = A statewide conference
11 = Inservices, workshops, seminars at a training and development center

Figure 8



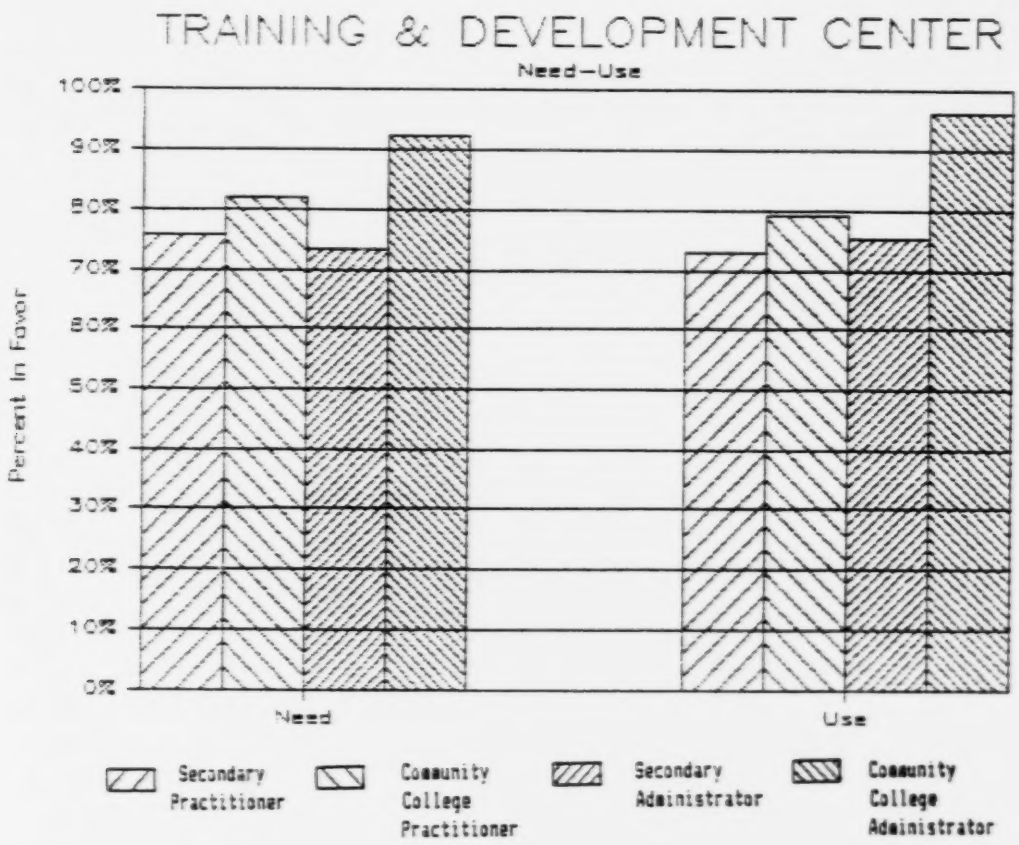
Items

12=Professional organization conferences/training programs
13=Teleconference
14=Interactive video conferences
15=Videotape presentations with mail checkout
16=Resource materials checkout via mail
17=College/university courses
18=Participating in development of research projects
19=Obtaining results of research projects
20=Establishing computerized linkage to resources
21=Developed guidelines for successful guidance programs

Need and Use

All respondents were asked to indicate their belief in the need for a training and development center (Item 23) and if they or their institution would use such a center (Item 24). Figure 9 graphically summarizes the results of Items 23 and 24 on all instruments.

Figure 9



Need

Seventy-six percent (76%) of the secondary and community college practitioners believed that there is a need for a training and development center. Seventy-three percent (73%) of the secondary administrators and 92% of the community college administrators believe that there is a need for the center.

Use

Seventy-three percent (73%) of the secondary practitioners and 79% of the community college practitioners indicated that they would use the center, while 75% of the secondary administrators and 96% of the community college administrators indicated they or their institution would use a training and development center.

Funding of a Training & Development Center

Figures 10, 11 and 12 graphically represent the response to questions regarding the potential methods of funding for a training and development center.

When provided with a list of potential methods of funding a training and development center, the respondents marked "Yes," "No," or "Possible." Figure 10 graphically shows the percentage of YES responses for each potential funding method. There was only one method to which more than 50% of the respondents marked "Yes." Overall, 57% of the respondents indicated that they could financially support the services of the center through Item 28--travel to attend workshops, inservices, conferences.

Secondary administrators (67%) and community college administrators (69%) indicated that they would Item 31--provide for staff release time to participate in center activities.

Figure 11 graphically shows the percentage of NO responses for each potential funding method. Secondary and community college administrators would not be willing to have Item 11--individual counselors personally pay for services of a center. Interestingly, only 35% of the community college practitioners and 47% of the secondary practitioners indicated they would not individually pay for the services.

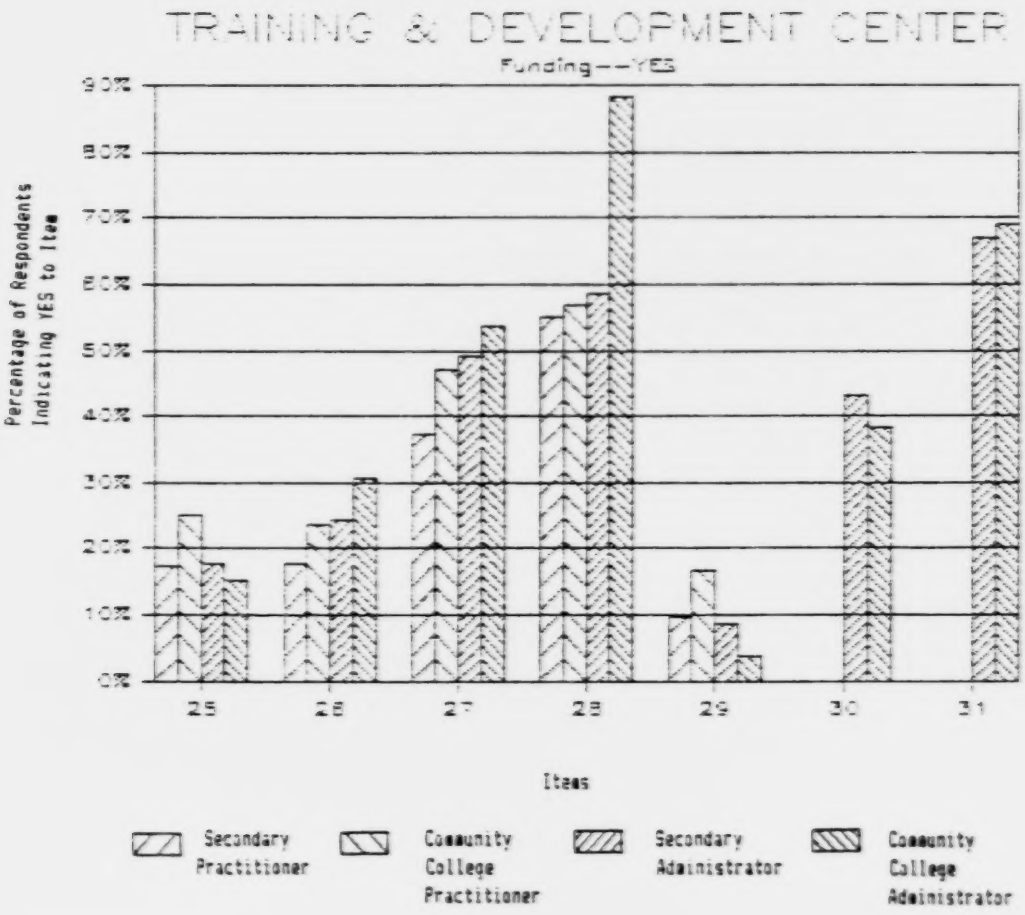
Figure 12 graphically shows the percentage of POSSIBLE responses for each potential funding method. There was only one item that the majority of the respondents negatively indicated they may provide for financial support of a training and development center. Overall 51% of the respondents indicated possibly that they could financially support the services of a center through Item 25--An annual institutional user fee.

Written Comments

Space was provided for respondents to make comments regarding a Training and Development Center. Comments included:

20 respondents indicated that their institution would be unable to financially support such a service;
14 respondents indicated that such a center would support their professional development;
4 respondents indicated "Go for it--we need it!";
2 respondents indicated they would pay for inservice if sponsored by a college for credit (mini courses);
2 respondents indicated that the items listed were being done but not through a training and development center;
1 respondent suggested inservice during the summer because counselors need to be at their schools during student contact time.

Figure 10



Items

25 = An annual institutional user fee
26 = A direct service fee
27 = Purchase written materials, videotapes, etc.
28 = Travel to attend workshops, inservices, conferences
29 = Individual counselors personally pay for services
*30 = Provide mini-grants for staff to participate in center, workshops, seminars, projects, etc.
*31 = Provide for staff release time to participate in center activities

*Item appeared on Administrator Questionnaire only

Figure 11

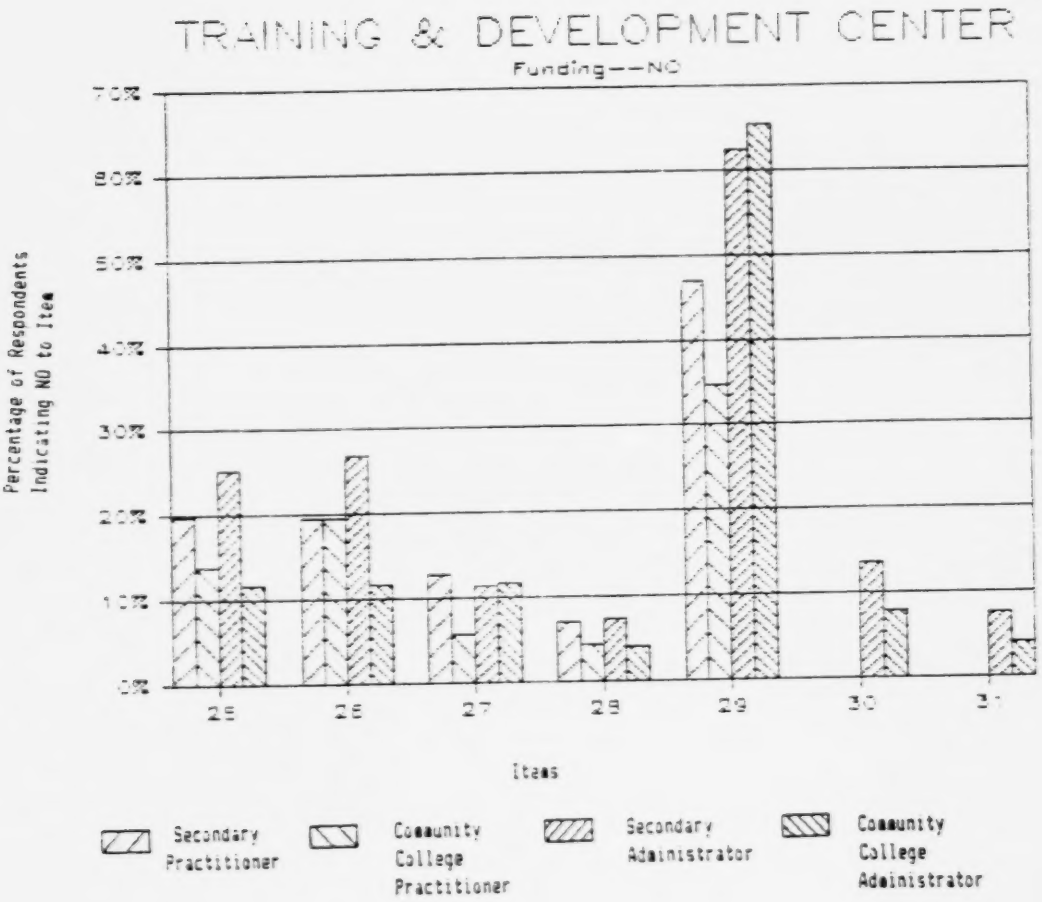


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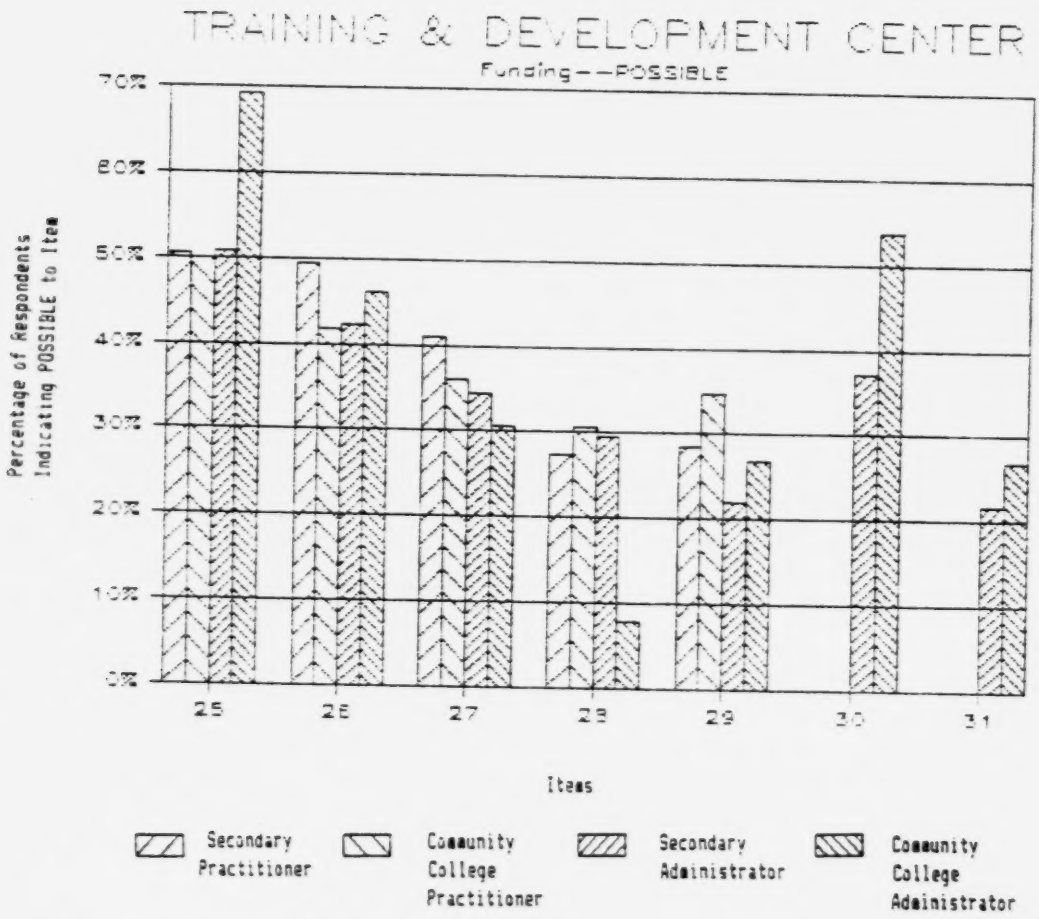
Figure 12



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*Item appeared on Administrator Questionnaire only

Summary

An important element in this study were the findings regarding long-term professional development through a training and development center. Central to the center concept were these issues:

1. What training and/or materials/resources would be provided by a center?

2. Given a set of potential services, is there a need for a center?

3. Given a set of potential services, would individuals/institutions use a center?

4. Given a set of funding options, how would individuals and institutions financially support the services?

The findings reveal high interest in a number of services: inservice training locally, regionally or at a training and development center; and monthly newsletter, information, guides, resources regarding guidance programs.

Further, the findings demonstrate a strong need for and individual/institutional use of a center.

The findings on funding options for a center showed that individuals would travel to attend workshops, inservices and conferences. There was significant indication from secondary and community college administrators that they would provide staff release time to participate in center activities. There was significant indication from all respondents of the possible funding of a center via an annual institutional user fee or direct services fee. Additionally, it was shown that individually, practitioners would not pay for services. This finding, supported by the forum discussions (June 24 and July 25, 1986) suggests that alternate sources of funding for a center must include the Michigan Department of Education.

CHAPTER 4
DEMOGRAPHIC FINDINGS

Representative Sample of Respondents

In order to identify if there was true representation of secondary respondents to the population, the Michigan Department of Education provided the project staff with a profile of the secondary counselors for the 1984-1985 school year. Results are summarized in Table 4 below:

TABLE 4
Comparison Between Known Counselor Population and Respondents

		Statewide*	Survey
Sex:	Male:	55%	66%
	Female:	45%	32%

Highest Degree:	Statewide*	Survey
Associates		
Bachelor	4%	2%
Masters	90%	83%
Education Specialist	4%	12%
Doctorate	2%	2%

Average Experience:
Statewide*: 19 years
Survey: 41% of the counselors had more than 9 years teaching experience and 69% of them had been on their job more than 9 years.

Average Age:
Statewide*: 47 years
Survey: 75% of the survey respondents reported that they were between ages of 36 and 55

*Michigan Department of Education data includes elementary, junior high or middle, and senior high counselors

Given these similarities, the project staff and Michigan Department of Education staff perceive that this is a representative group of counselors responding to the survey.

Presentation of the Data

Figures 13-36 record the data obtained from the various questionnaires regarding demographic information. In order to present the data in a simple format combining as many aspects as possible in a single style, it was decided that the data be presented in graph form. In order to separate between the secondary and community college responses, two figures for each variable (e.g., age, sex, degree level, etc.) are listed--one figure for secondary and one for community college.

Self-Description

The PROFILE DATA--PERSONAL section of the questionnaires were used to describe the personal characteristics, training and job setting of counselors, placement, and career resource center personnel. Each variable will be discussed in narrative with graphic summaries.

Age

Item 3 on all questionnaires asked respondents to identify their age category. Figure 13 represents the age category of the secondary group with Figure 14 representing the community college. The overall tabulation of data indicates that age-wise there are relatively few very young (below 25) and very old (over 55) practitioners.

Figure 13

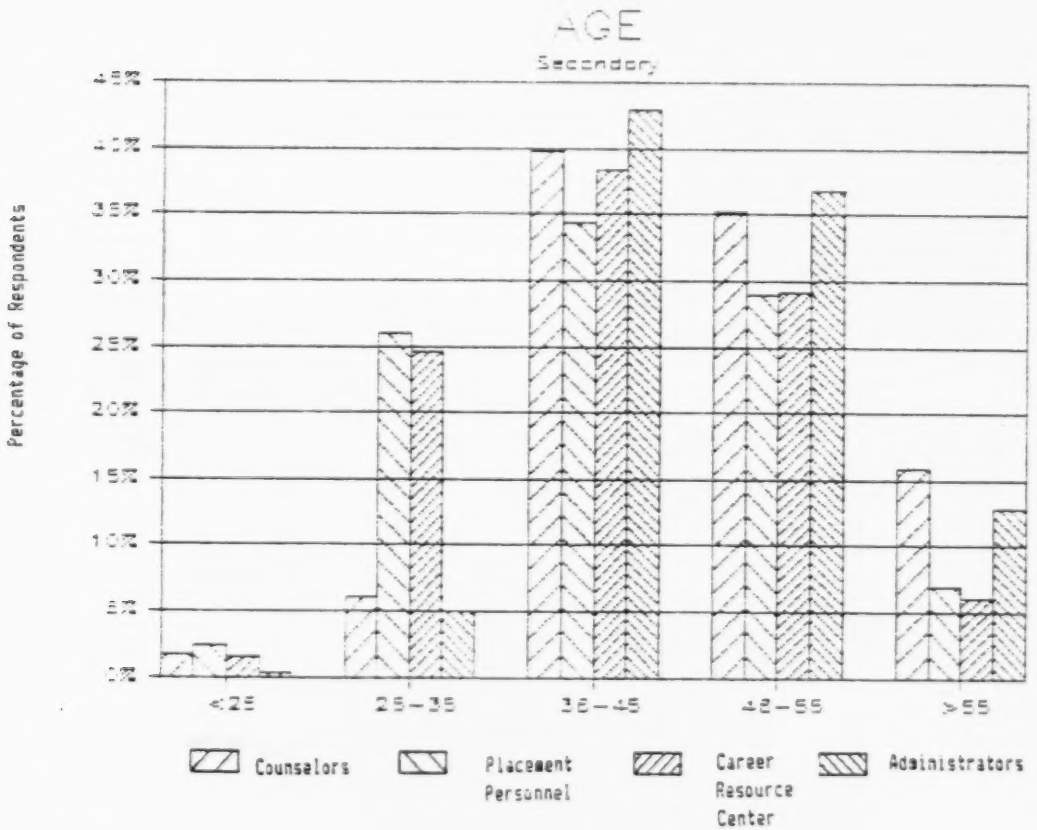


Figure 14

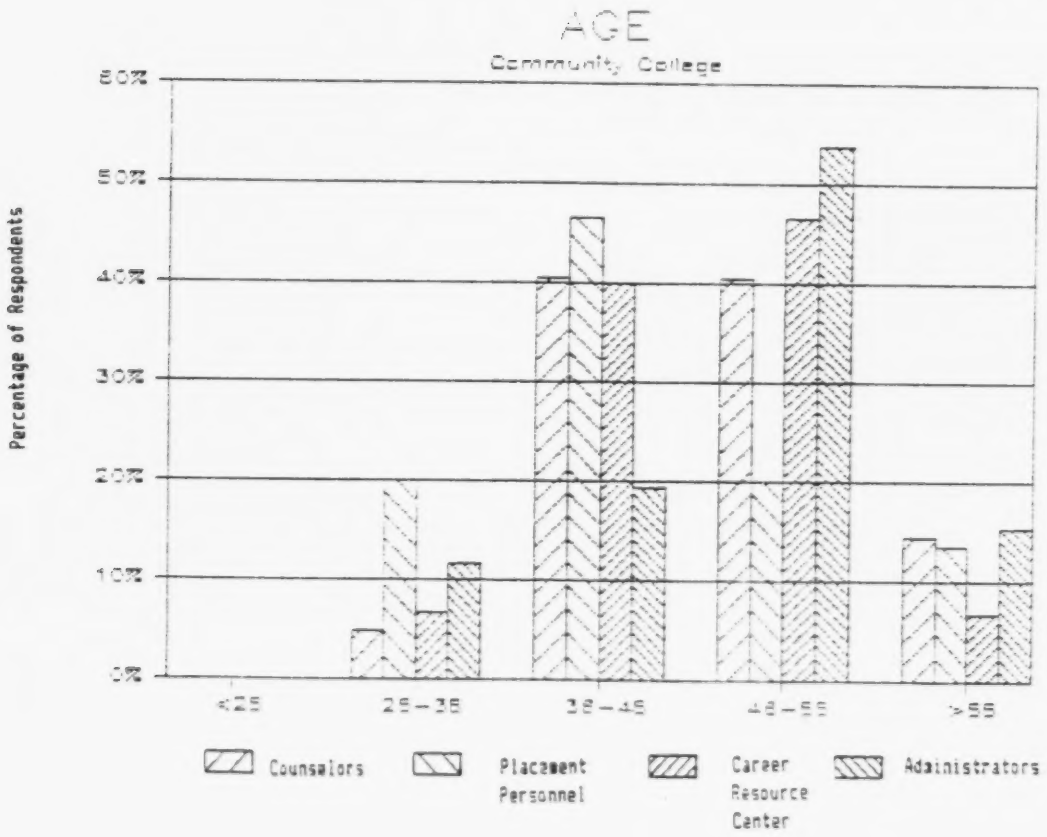

AGE
Community College
Percentage of Respondents
60%
50%
40%
30%
20%
10%
0%
<25
25-35
35-45
45-55
>55
Counselors
Placement Personnel
Career Resource Center
Administrators

Figure 15 represents the average of the counselor, placement personnel, and career resource center personnel data used to calculate a practitioner age profile at the secondary and community college levels. Overall, 39% of the secondary practitioners and 42% of the community college practitioners are in the category of 36-45 years.

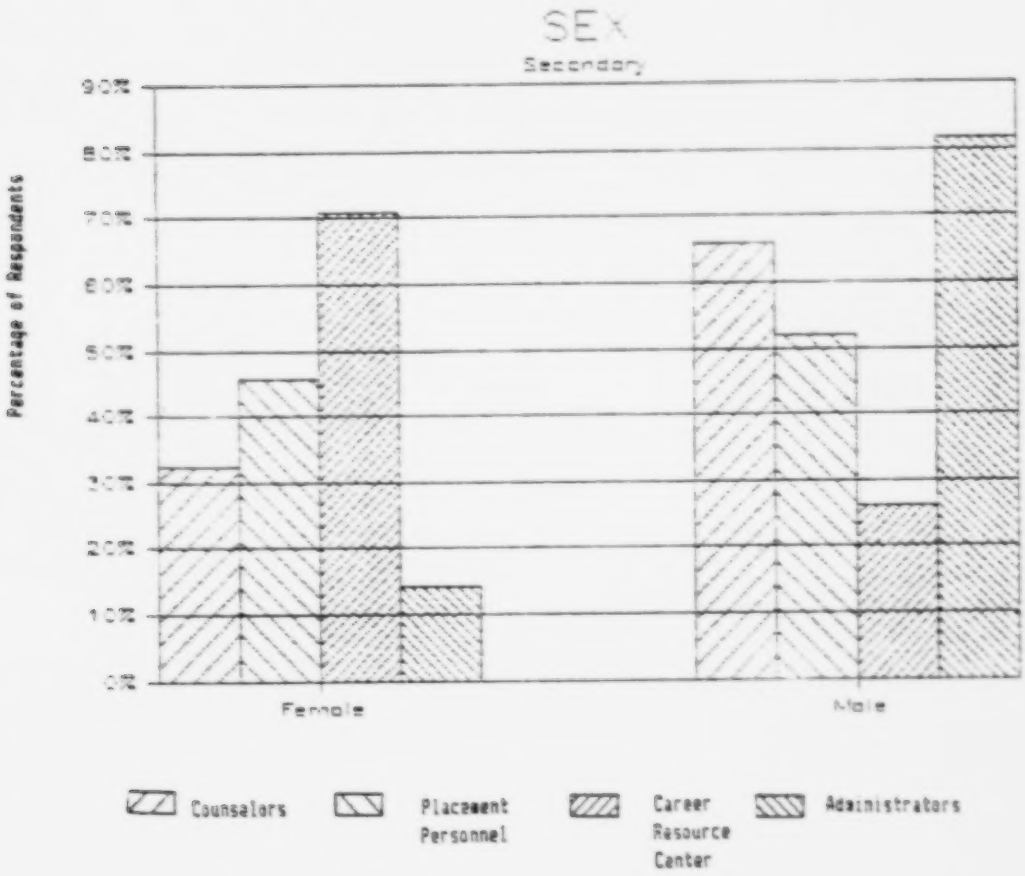
Figure 15

Sex

Item 4 on all questionnaires asked the respondents to identify their sex. Figure 16 represents the sex of the secondary respondents with Figure 17 represents the community college respondents.

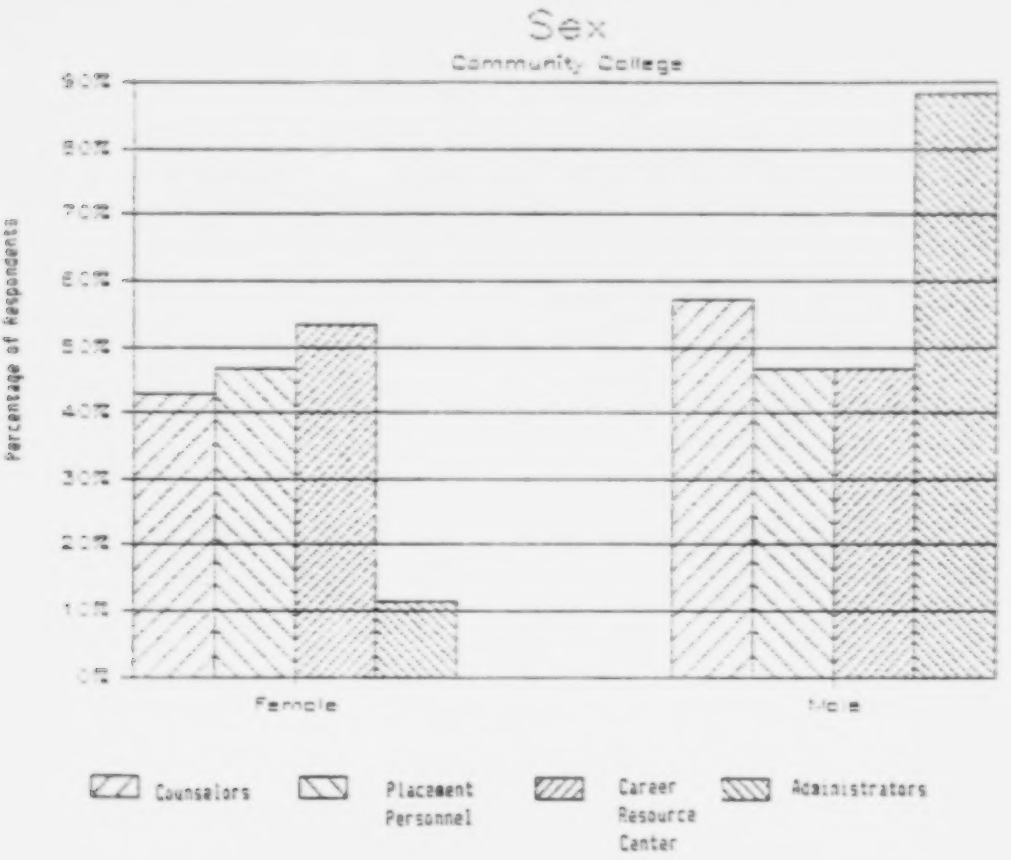
At the secondary level, (66%) of the secondary counselors; 52% of the placement; and 82% of the administrators were male. The only predominately female category was the career resource center personnel which had 71% female.

Figure 16



At the community college level, 57% of the counselors; 68% of the administrators were male. Career resource center personnel (53%) were predominately female. Placement personnel were split evenly.

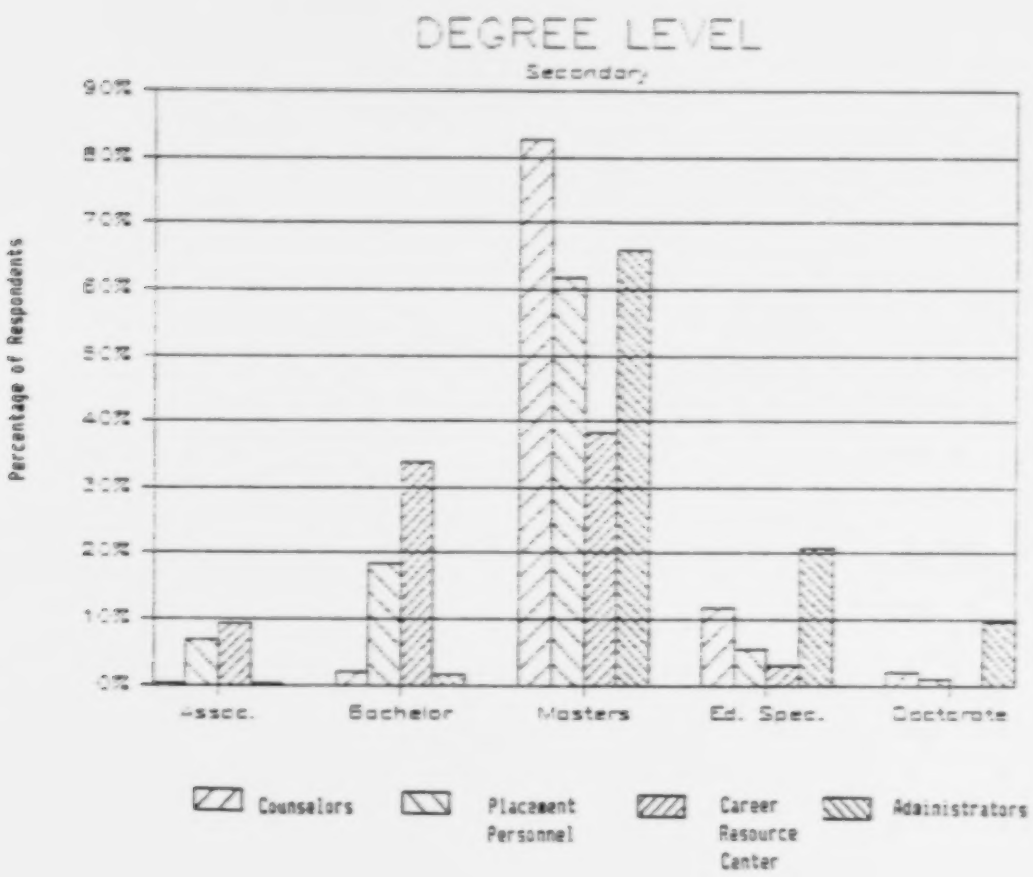
Figure 17



Highest Degree

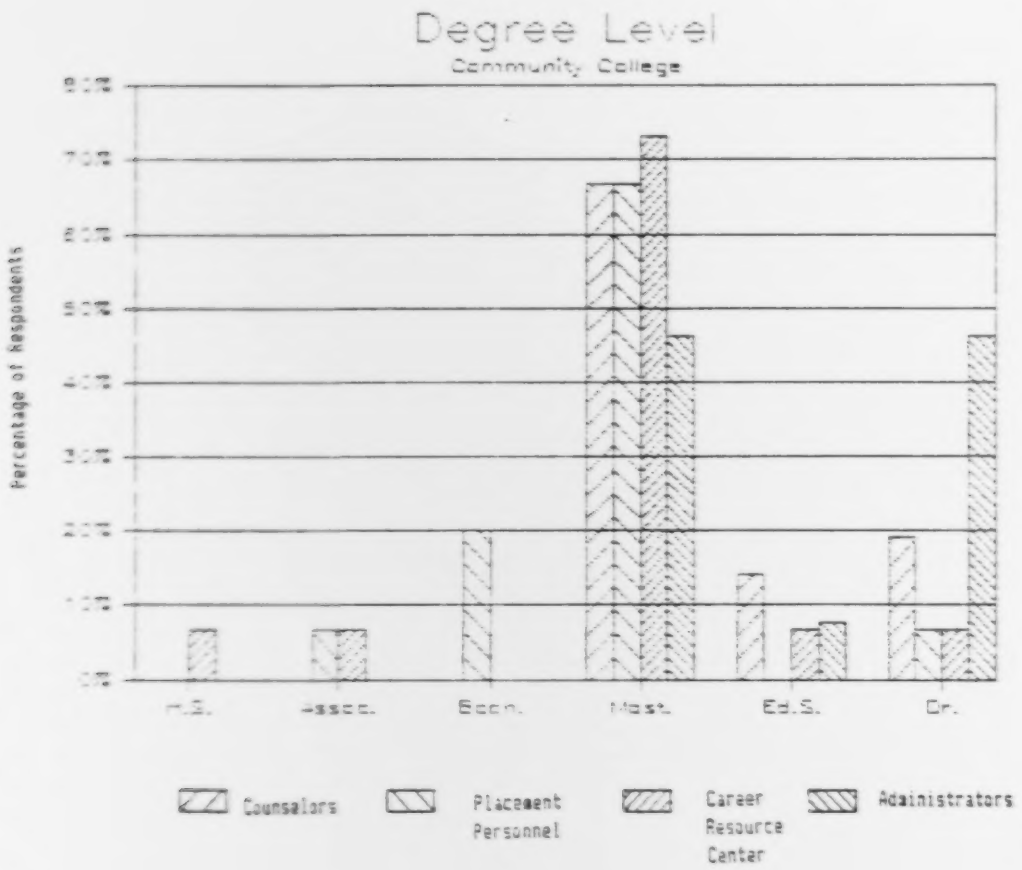
Item 5 on all questionnaires asked the respondents to identify their highest degree earned. Figure 18 represents the highest degree of the secondary respondents and Figure 19 represents the community college. At the secondary level, 83% of the counselors, 62% of the placement personnel, and 38% of the career resource center personnel had masters.

Figure 18



At the community college level, 67% of the counselors and placement personnel, and 73% of the career resource center personnel had masters. More of the community college personnel had doctorates and educational specialists degrees than the secondary.

Figure 19

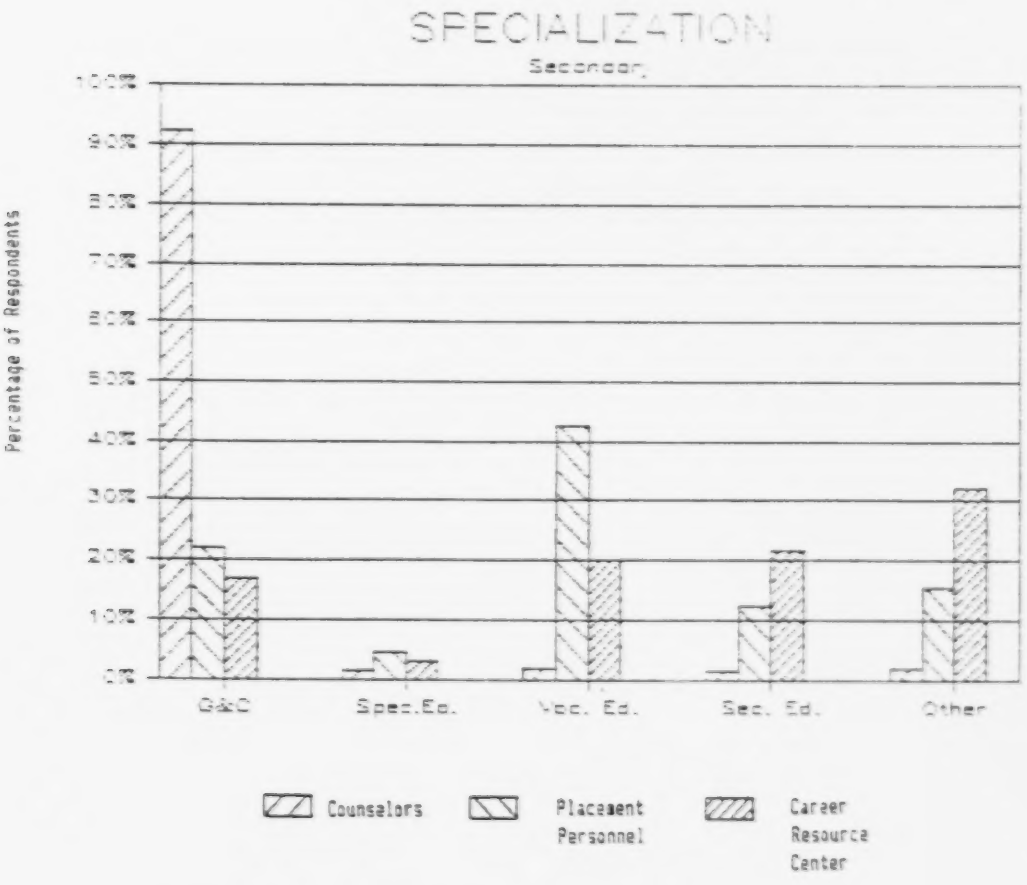


Subject Area of Specialization

Item 6 on all practitioner questionnaires asked the respondents to identify their subject area of specialization. Categories included Guidance & Counseling; Special Education; Vocational Education; Secondary Education; and Other. Figure 20 represents the specialization of the secondary respondents and Figure 21 represents the community college. This data represents a change in profile at the community college and secondary levels.

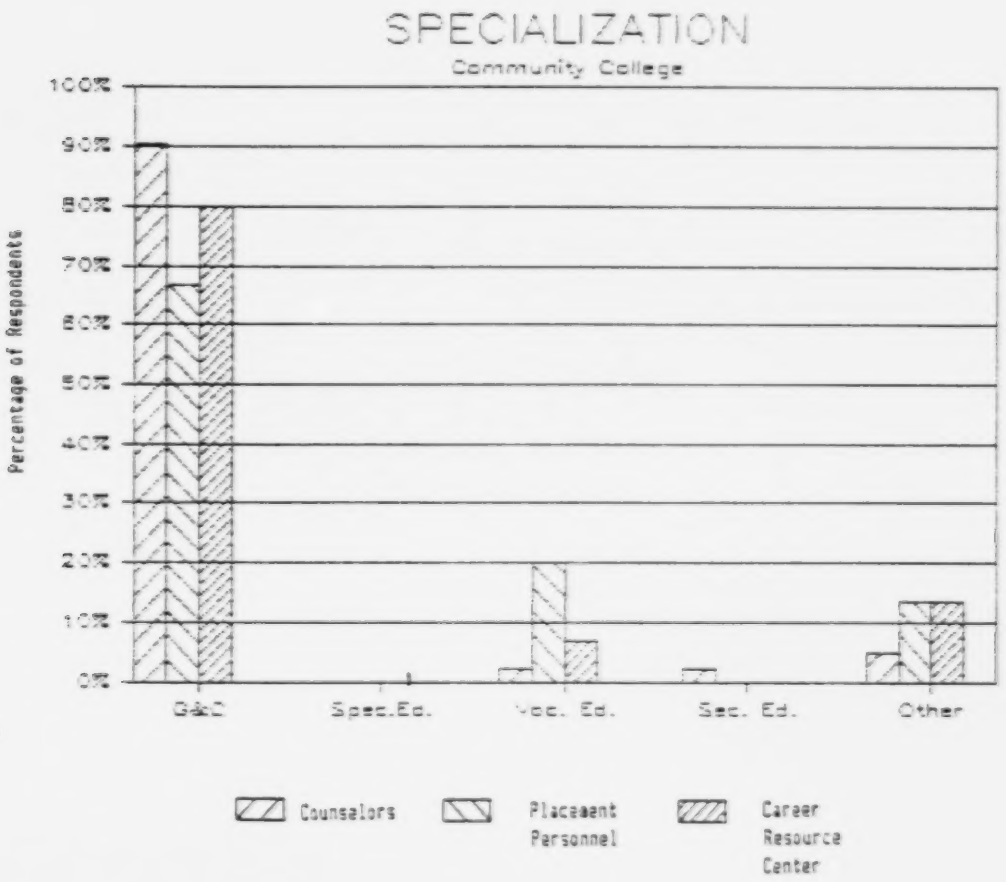
At the secondary level, 92% of the counselors had guidance & counseling specialties; 43% of the placement personnel had vocational education specialties; and career resource center personnel had varied backgrounds.

Figure 20



At the community college level, 90% of the counselors; 67% of the placement personnel; and 80% of the career resource center personnel reported specialty in guidance & counseling. Only 20% of the community college placement personnel had vocational education backgrounds.

Figure 21

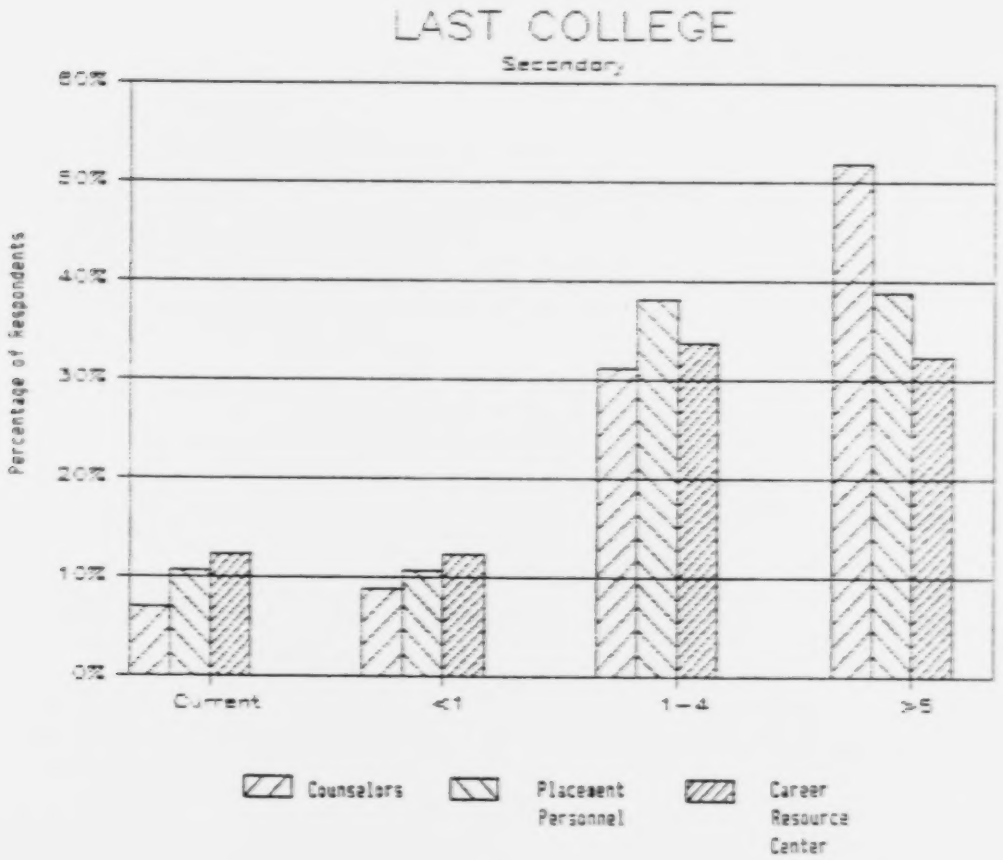


Years Since Last College Course

Item 7 on all practitioner questionnaires asked the respondents to identify the number of years since their last college course. Figure 22 represents the secondary responses and Figure 23 the community college.

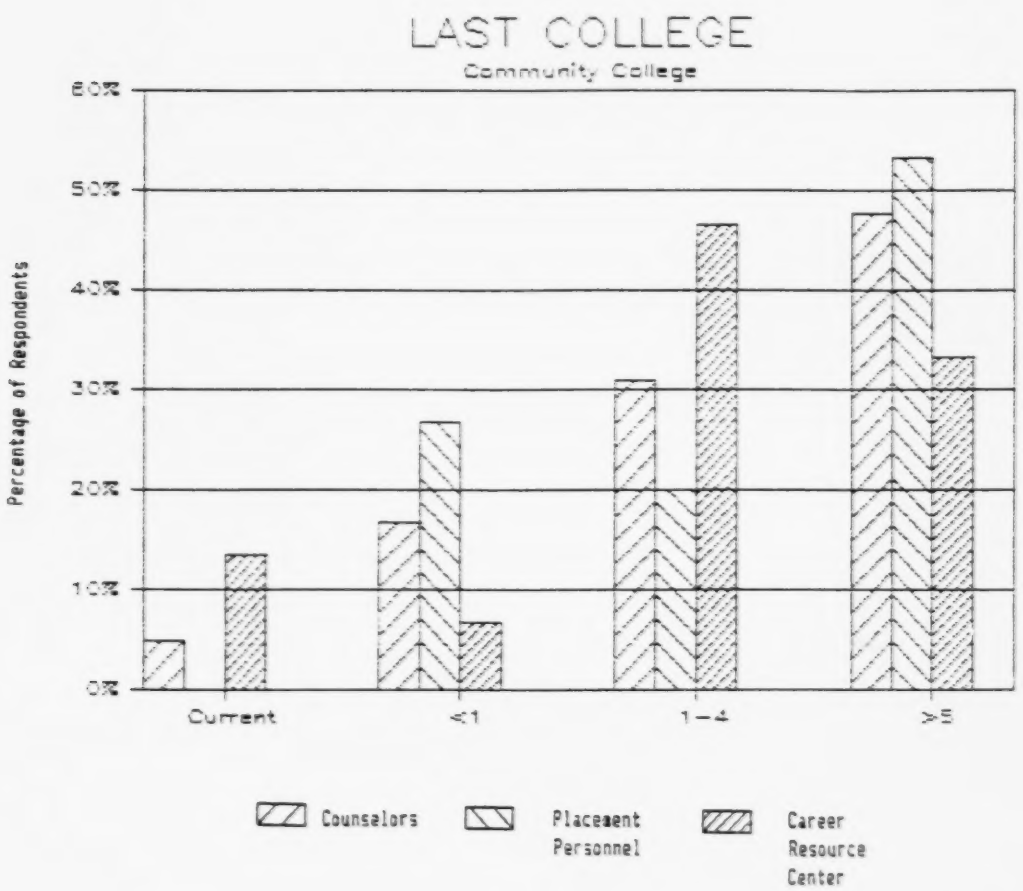
At the secondary level, 52% of the counselors and 39% of the placement personnel reported that it had been more than five years since their last college course. Thirty-four percent (34%) of the career resource center personnel had been in school in the last one to four years.

Figure 22



At the community college level, 48% of the counselors and 53% of the placement reported that it had been more than five years since their last college course. Forty-seven percent (47%) of the career resource center personnel reported they had taken a college course in the past one to four years.

Figure 23

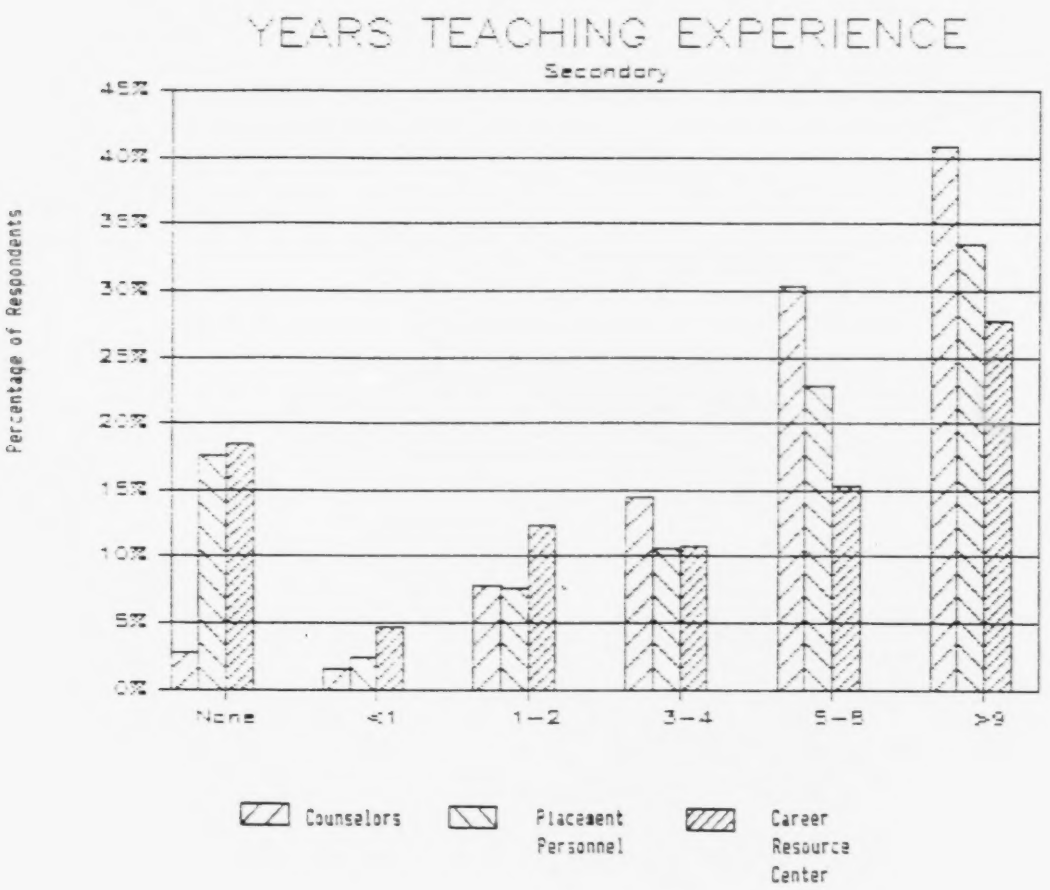


Number of Years Classroom Teaching Experience

Item 8 on all practitioner questionnaires asked the respondents to identify the number of years classroom teaching experience. Figure 24 represents the secondary data with Figure 25 representing the community college data.

At the secondary level, 41% of the counselors, 34% of the placement personnel, and 28% of the career resource center personnel had more than nine years classroom teaching experience. Very few practitioners had no teaching experience or only one year.

Figure 24



At the community college level, 36% of the counselors and 27% of the placement personnel reported between five to eight years of classroom teaching experience while 47% of the career resource center personnel reported more than nine years.

Figure 25

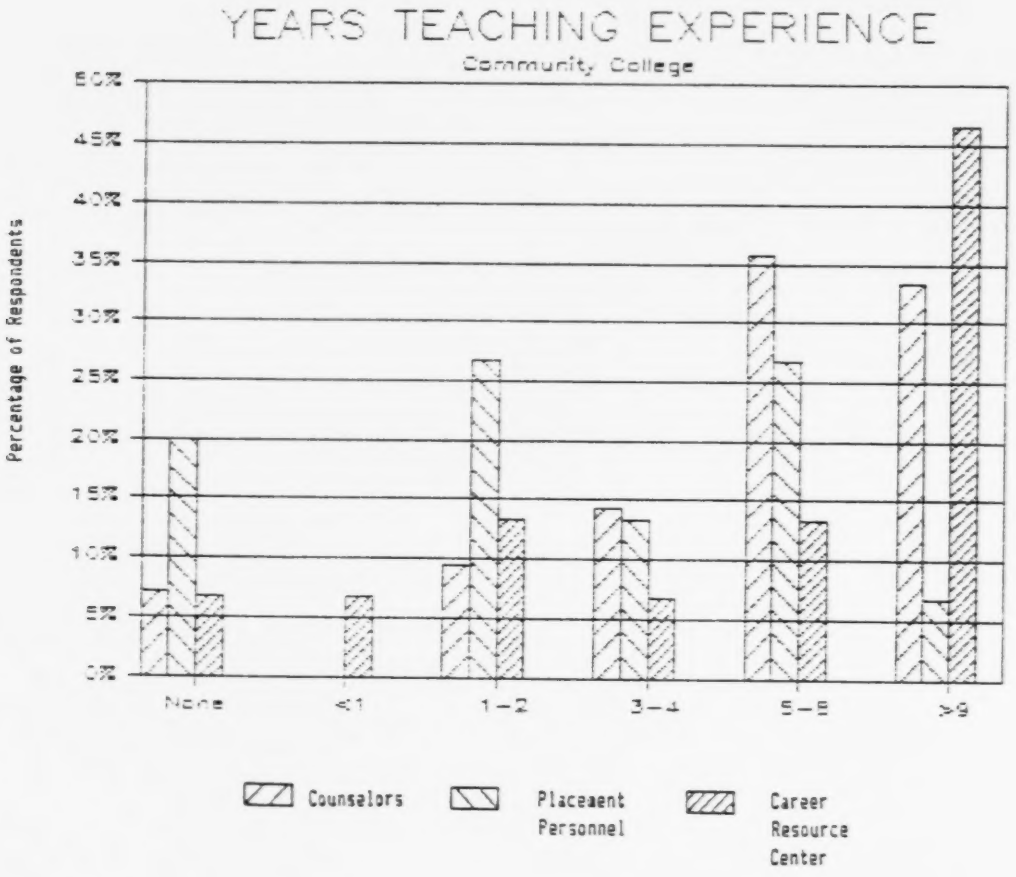
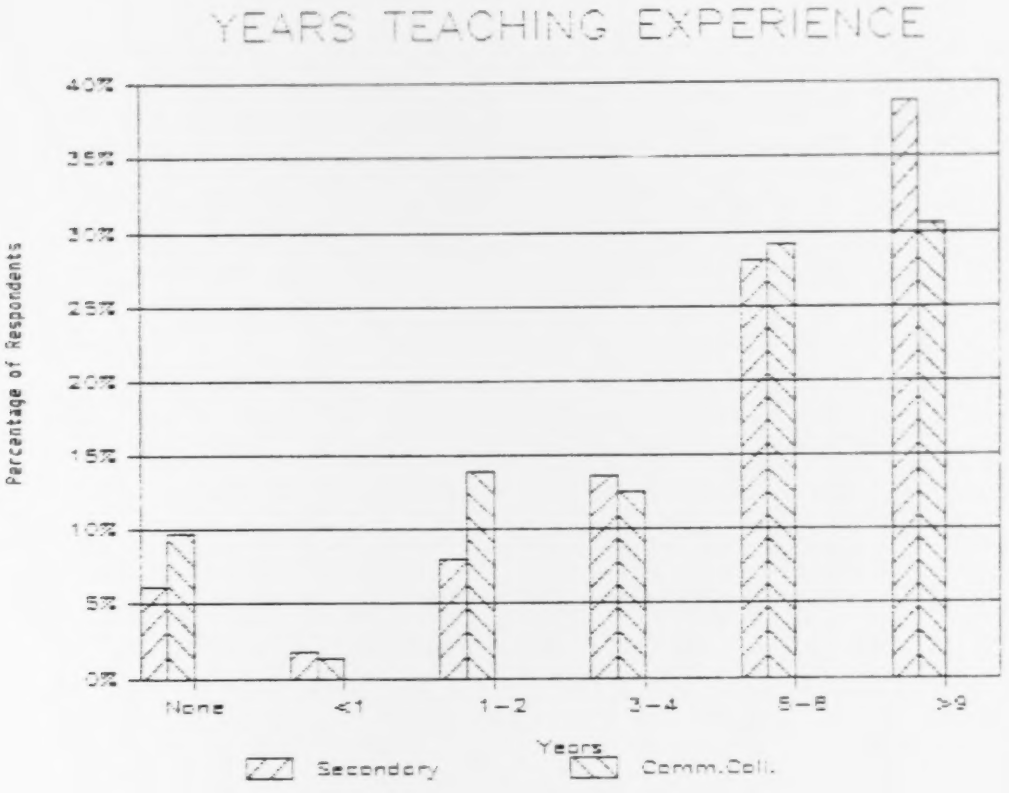


Figure 26 graphically illustrates the difference in the secondary and community college profile on the number of years classroom teaching experience. Thirty-nine percent (39%) of the secondary practitioners have had more than nine years teaching experience while only 31% of the community college practitioners have had more than nine years teaching experience.

Figure 26

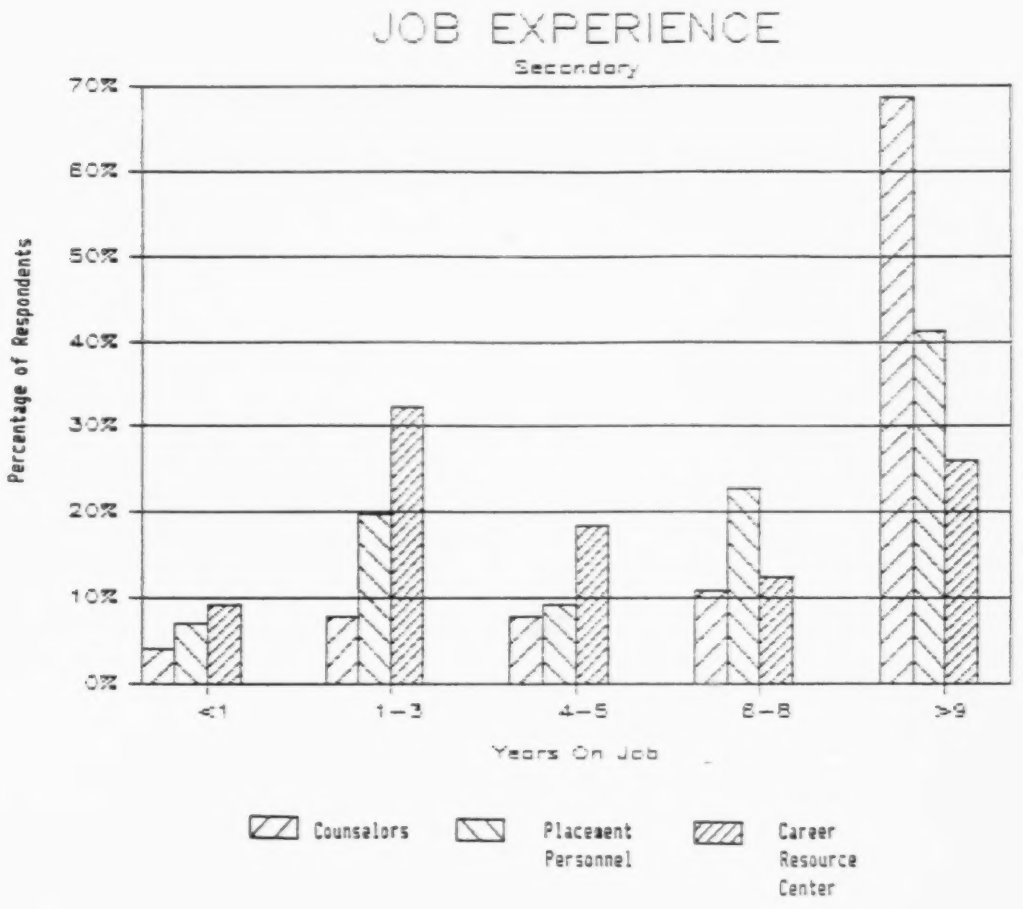


Number of Years Experience in Your Present Role

Item 9 on all practitioner questionnaires asked the respondents to identify the number of years in their present role. Figure 27 represents the secondary data with Figure 28 representing the community college data.

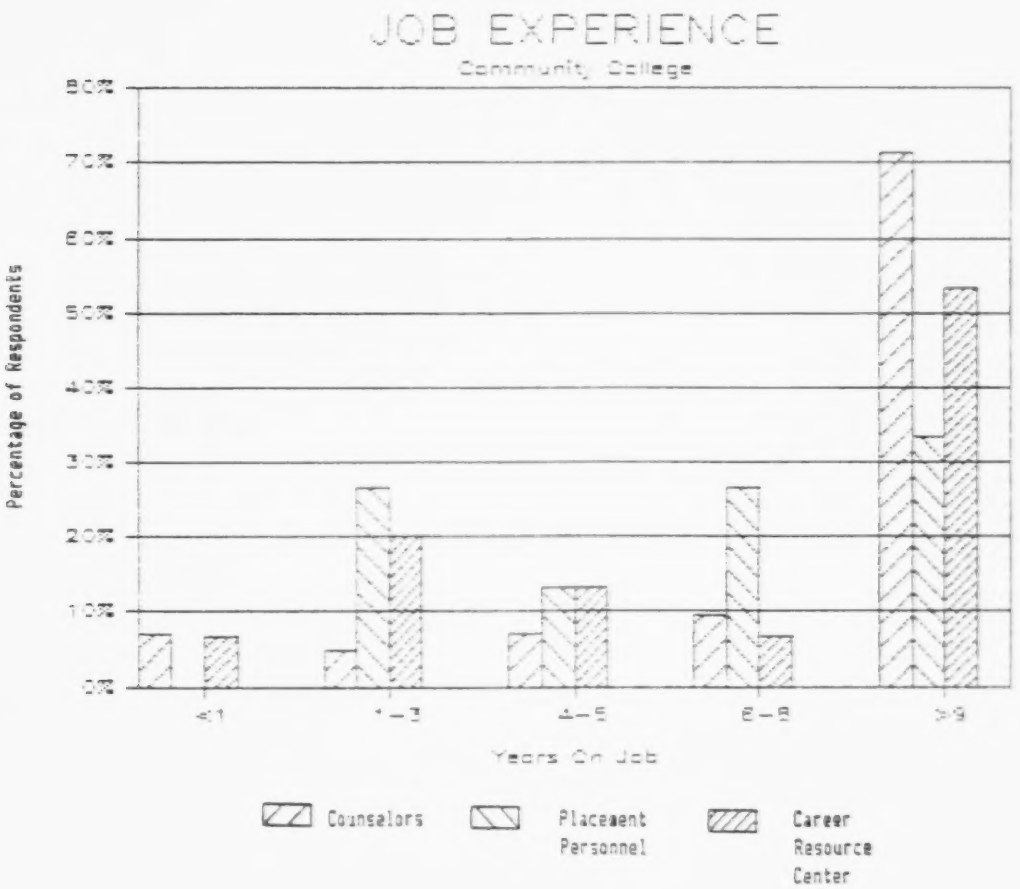
At the secondary level, 69% of the counselors and 41% of the placement personnel reported that they had been on the job more than nine years. Thirty-two percent (32%) of the career resource center personnel reported that they had only been on the job between one and three years with 26% of them reporting that they had been on the job more than nine years.

Figure 27



At the community college level, 71% of the counselors, 33% of the placement personnel and 53% of the career resource center personnel reported having more than nine years in their present roles.

Figure 28



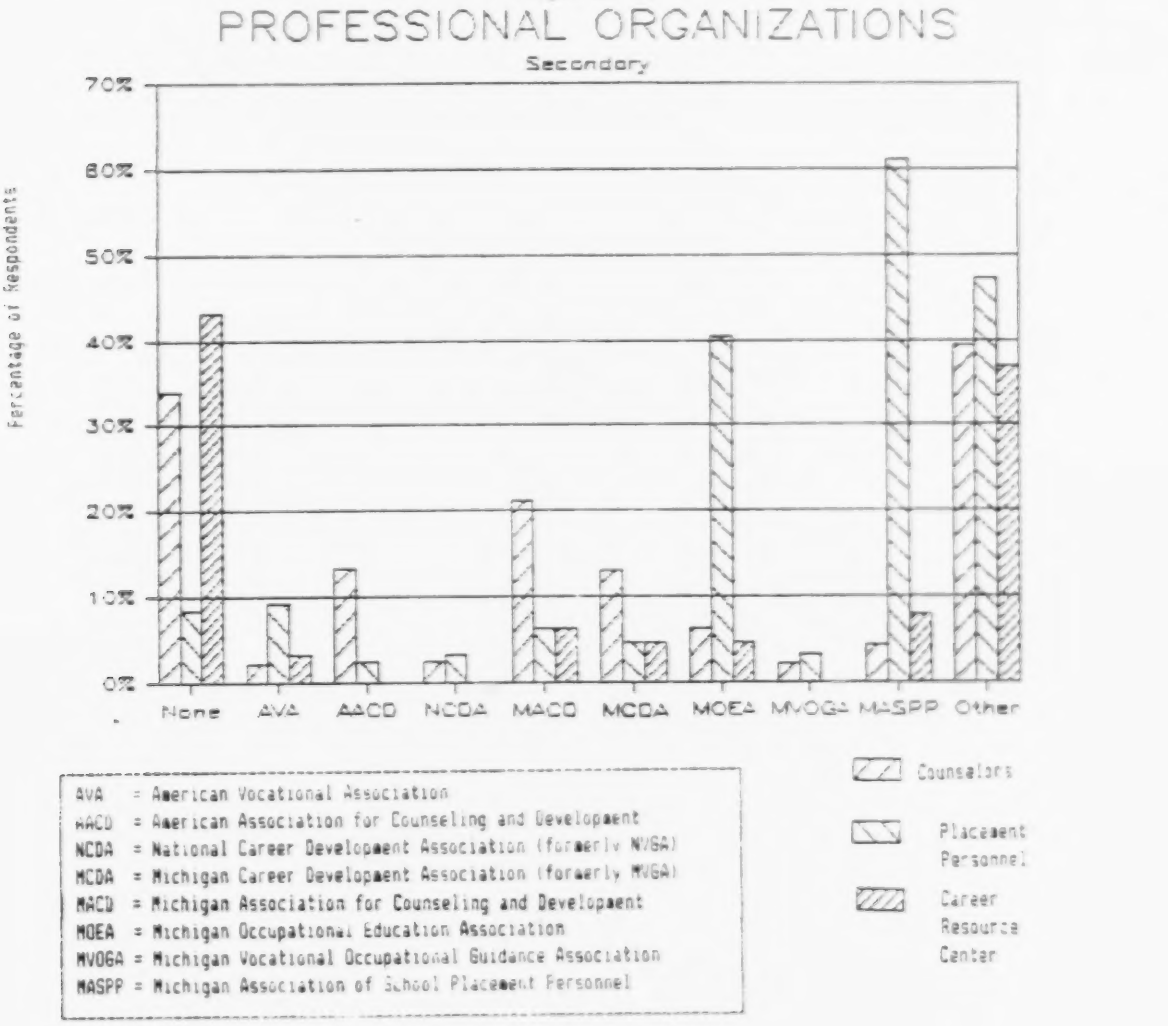
Professional Organizations

Respondents were asked to identify the local, state, or national professional association related to their present position to which they belong. Figures 29 represents the secondary respondents professional membership and 30 represent the community college memberships.

Interestingly, 52% of the placement personnel respondents are a member of some professional organization.

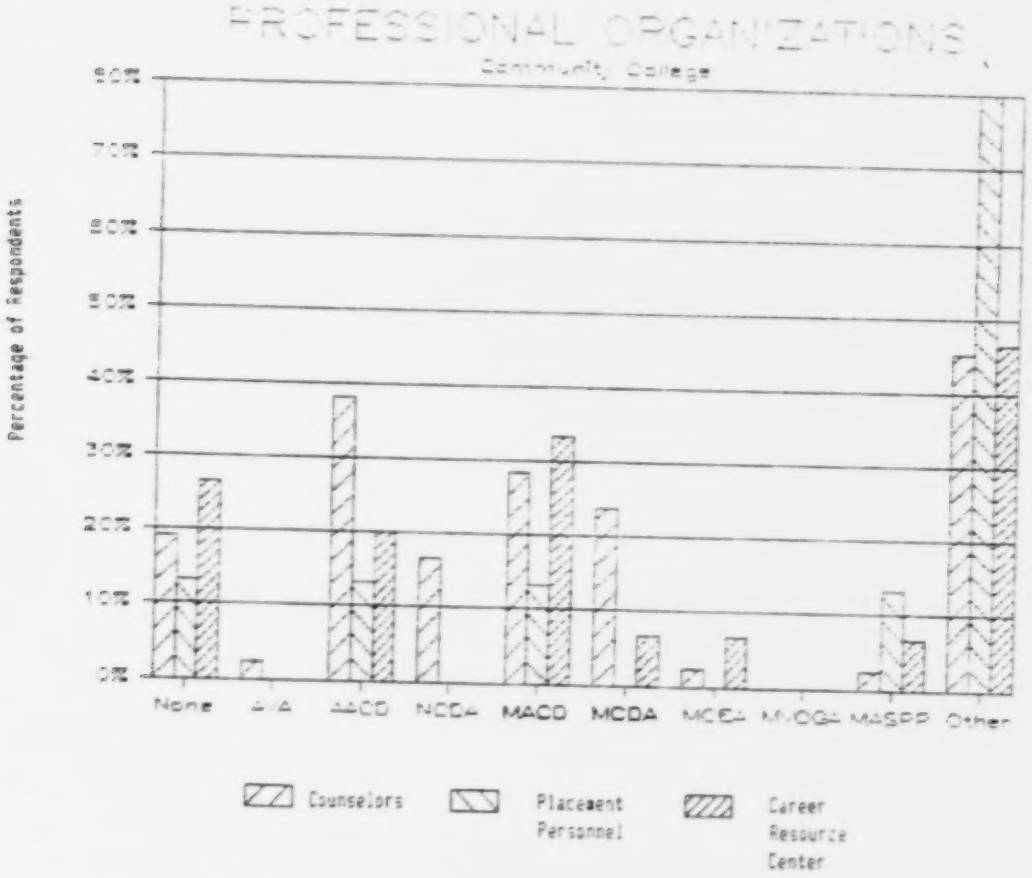
Thirty-nine percent (39%) of the secondary respondents marked "Other." Written comments confirmed that an additional 28 individuals belong to Michigan Association for Counseling and Development (MACD) which just went through a name change from Michigan Personnel Guidance Association. These 28 individuals listed MPGA in the Other category. Figure 29 does not represent this increase in enrollment.

Figure 29



Although the figures for the community college practitioners seems to be low, 53% of the respondents marked that they belong to "Other" professional organizations. The workshop on July 25, 1986, confirmed this with many of the participants belonging to community college placement associations.

Figure 30



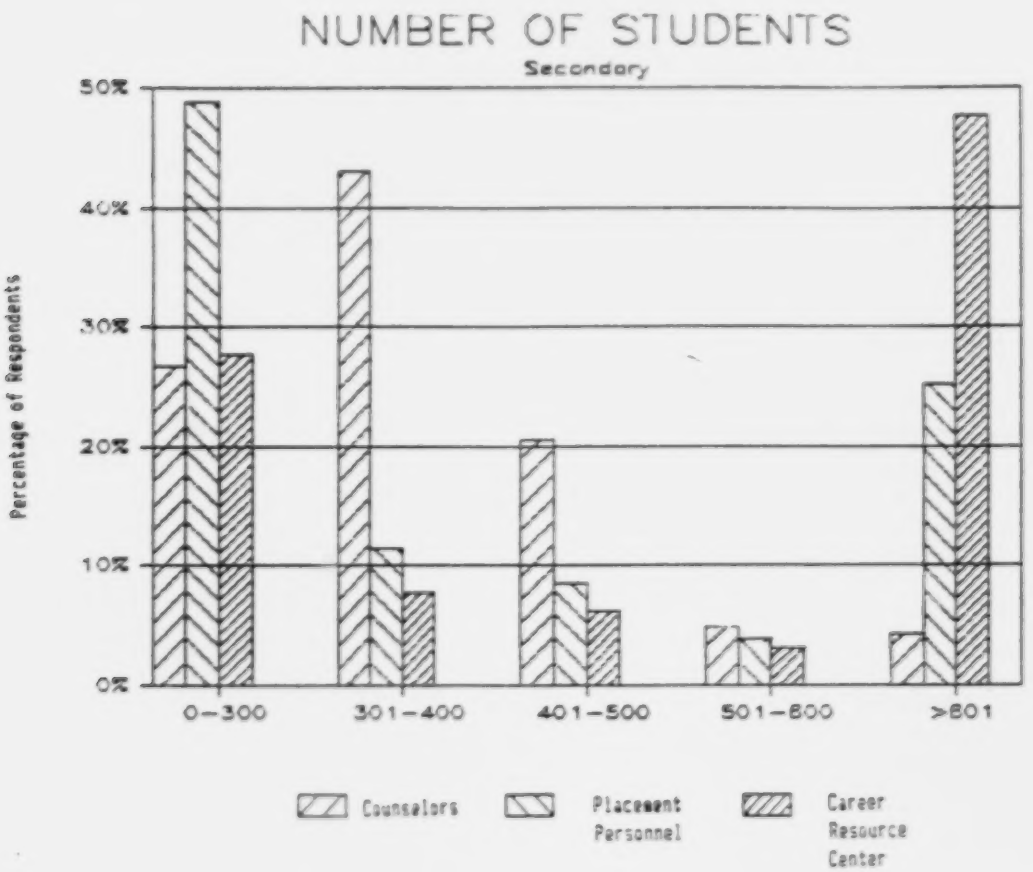
AVA = American Vocational Association
AACD = American Association for Counseling and Development
NCDA = National Career Development Association (formerly NVGA)
MCDA = Michigan Career Development Association (formerly MVGA)
MACD = Michigan Association for Counseling and Development
MCEA = Michigan Occupational Education Association
MVOGA = Michigan Vocational Occupational Guidance Association
MASPP = Michigan Association of School Placement Personnel

Number of Students Responsible For

All practitioners were asked to identify the number of students they are responsible for at their institution. Figure 31 represents the secondary data and Figure 32 the community college.

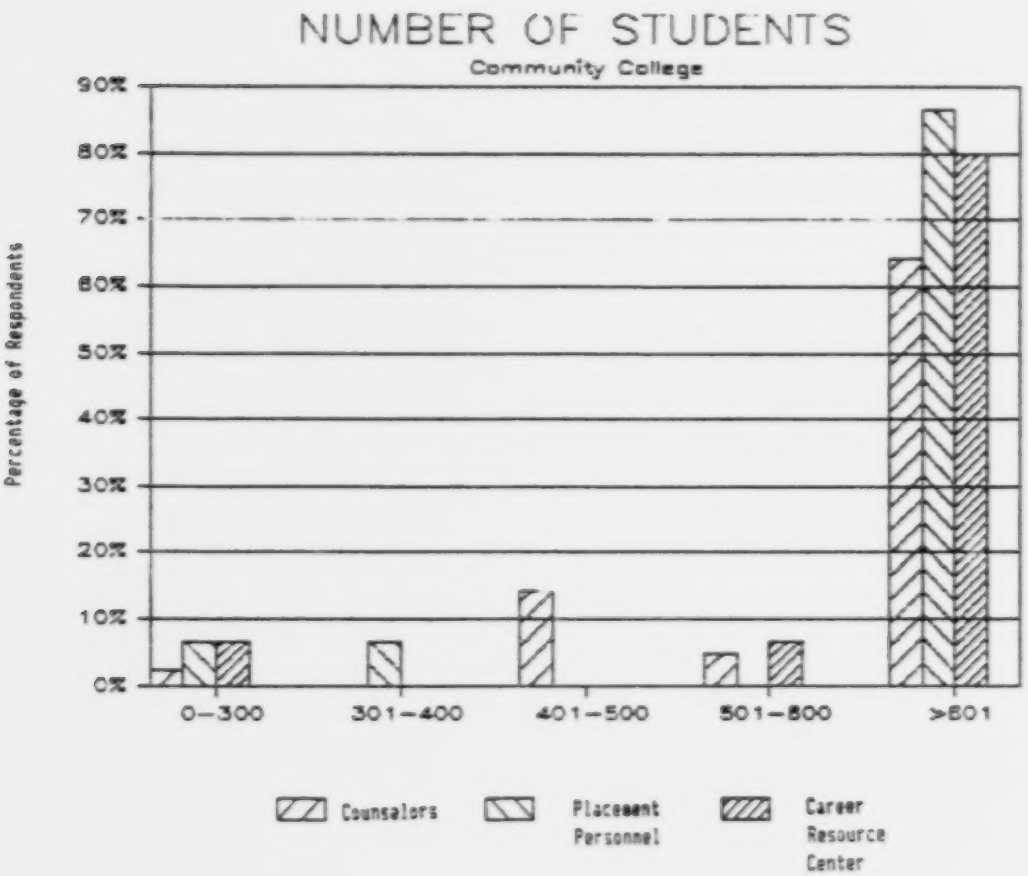
At the secondary level, 43% of the counselors had between a 301-400 case load, with 49% of the placement personnel reporting only 0-300 student load. Forty-eight percent (48%) of the career resource center personnel reported their student load to be between 601 and up.

Figure 31



At the community college level, 64% of the counselors, 87% of the placement and 80% of the career resource center personnel reported a student load of 601 and up. While this may seem overwhelming, the community college personnel are typically not assigned a specific group of students and see students on an individual or group basis.

Figure 32



Counseling Certification

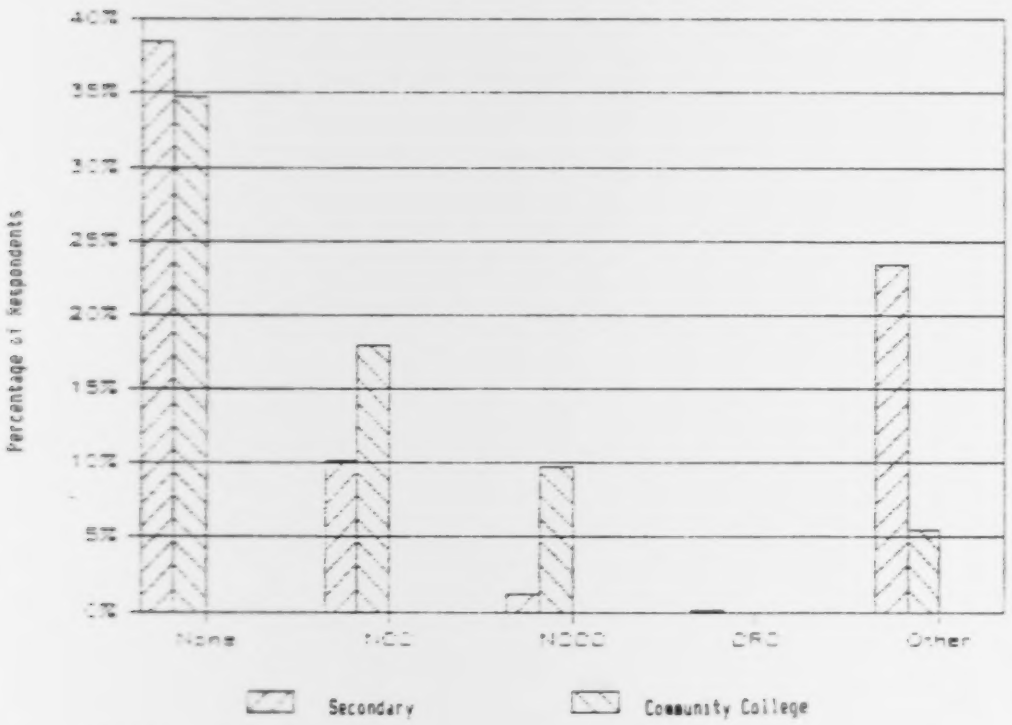
Counselors were asked to identify the type of counseling certification they carry. The categories included N.C.C. (National Certified Counselor); N.C.C.C. (National Certified Career Counselor), C.R.C. (Certified Rehabilitation Counselor), and Other. There was a great deal of confusion over this item as many perceived that this was asked if they had state certification/endorsement to be a counselor.

Figure 33 provides indication that 50% of the secondary and 60% of the community college counselors carry no certification. At the secondary level, the most common certification was "Other." Based upon the written comments, this was due to the confusion over the item. Many of the respondents perceived that the item asked for state certification/endorsement to be a counselor. After recalculating the given written comments, it was learned that 75% of the respondents carried no certification and only 25% carried any certification.

At the community college level, 31% of the community college counselors carry N.C.C. certification.

Figure 33

CERTIFICATION



N.C.C.	=	National Certified Counselor
N.C.C.C.	=	National Certified Career Counselor
C.R.C.	=	Certified Rehabilitation Counselor

Professional Development

All questionnaires had an item that asked practitioners and administrators to identify the ways practitioner professional development needs are met. Figure 34 provides the responses by the secondary respondents; Figure 35 provides the responses by the community college respondents; and Figure 36 provides a comparison of the secondary and community college respondents.

Figure 34 shows that the secondary practitioners (counselors, placement personnel, and career resource center personnel) indicated in rank order that they receive their professional development through local meetings/contacts; local/regional workshops; informally through fellow colleagues; and professional organization conferences. The only difference between practitioner and administrator perceptions was in the fact that 50% of the secondary administrators perceive that practitioners were receiving professional development through university-sponsored workshops.

Figure 34

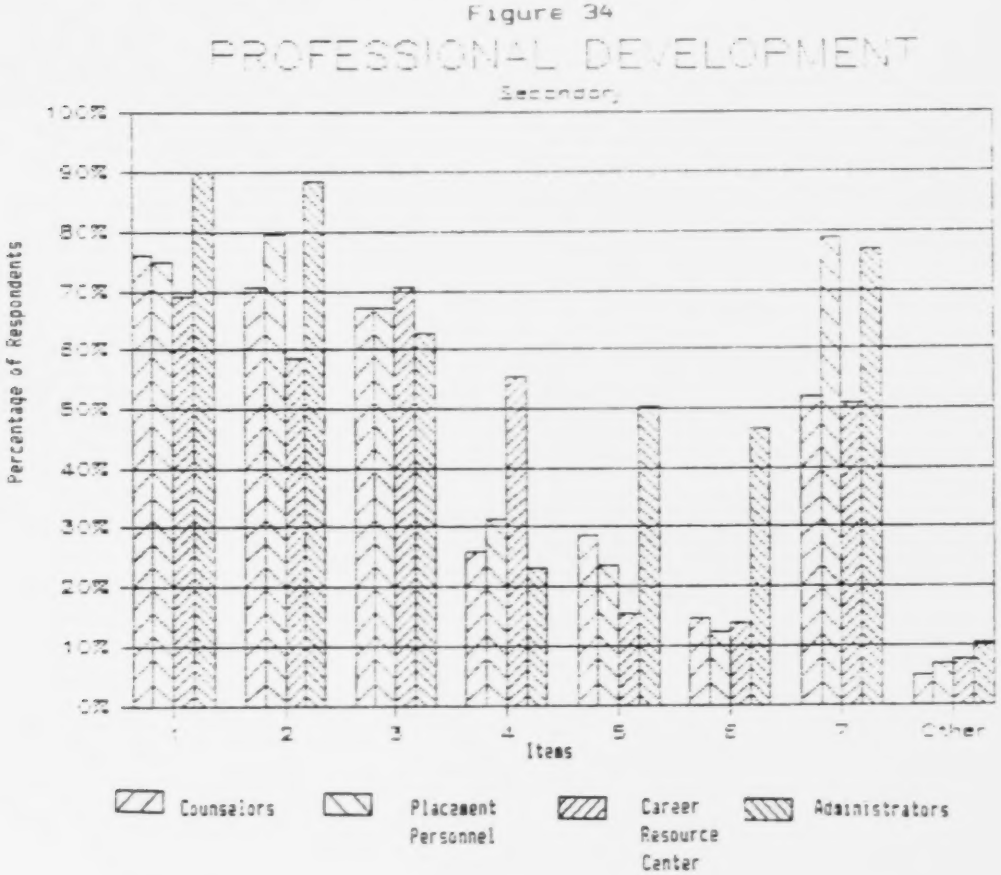
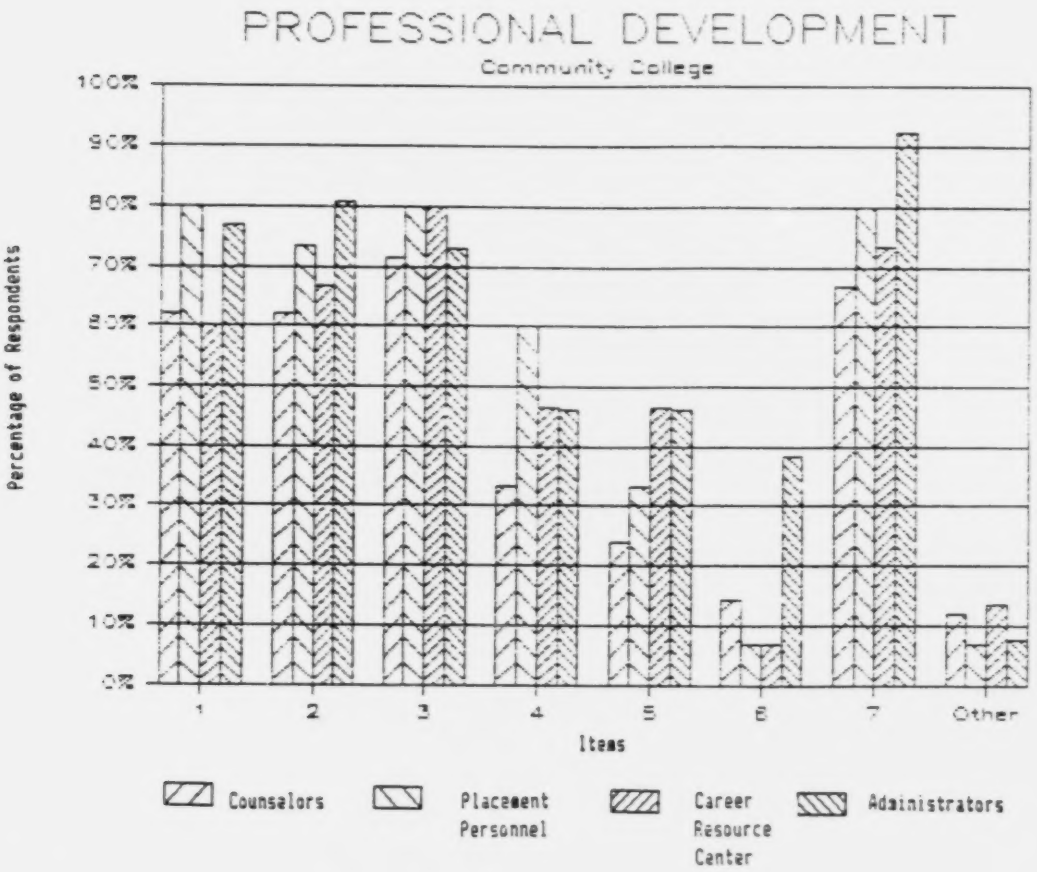


Figure 35 shows that the community college practitioners (counselors, placement personnel, and career resource center personnel) indicated in rank order that they receive their professional development informally through fellow colleagues; professional organization conferences; local meetings/contacts; and local/regional workshops. Administrators concurred that these were the methods used by their staff.

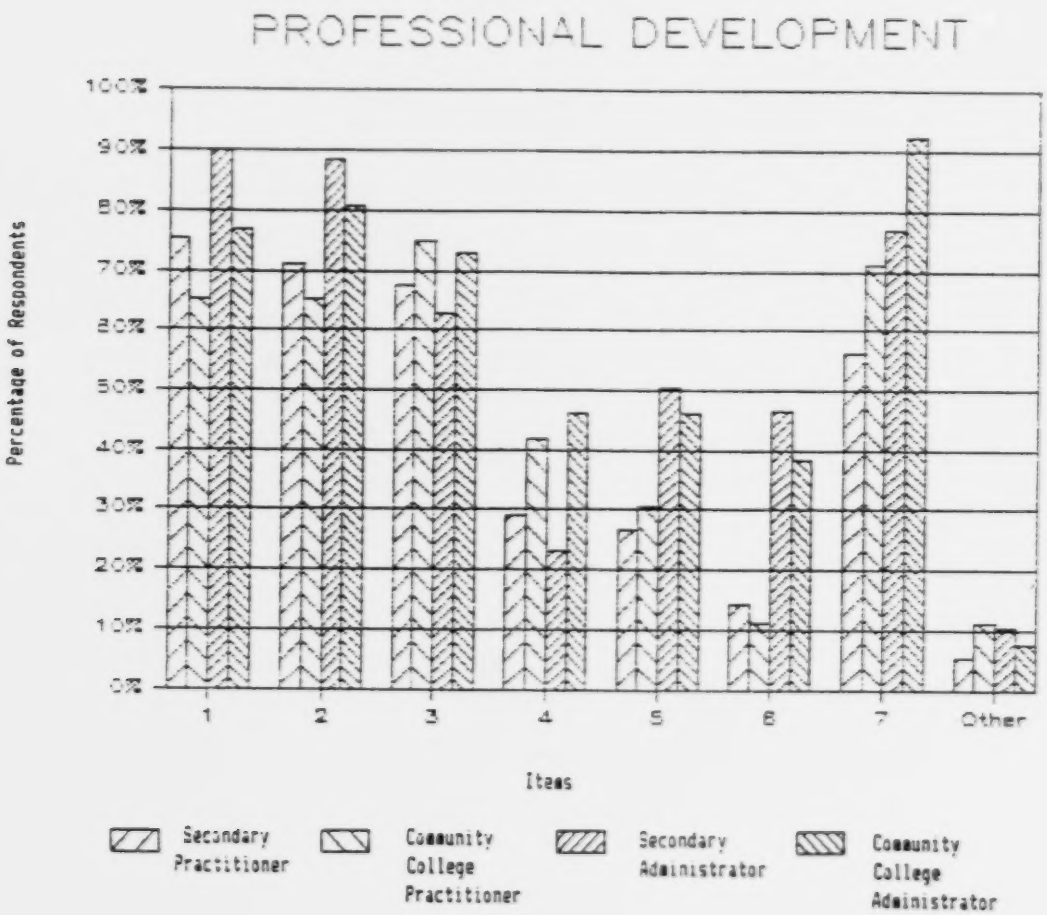
Figure 35



1 = Local meetings/contacts
2 = Local/regional workshops
3 = Informally through fellow colleagues (i.e., phone calls, etc.)
4 = Independent research
5 = University-sponsored workshops
6 = University coursework
7 = Professional organization conferences

Figure 36 provides a graphic presentation that the practitioners and administrators agree on the methods that they receive professional development with the exception of university courses and university-sponsored workshops. Overall, secondary and community college administrators perceive that their staff attend more university-sponsored workshops and take more university courses than the practitioners indicated.

Figure 36



1 = Local meetings/contacts
2 = Local/regional workshops
3 = Informally through fellow colleagues (i.e., phone calls, etc.)
4 = Independent research
5 = University-sponsored workshops
6 = University coursework
7 = Professional organization conferences

Summary

Significant findings regarding demographics showed the following:

--75% of the survey respondents were between the ages of 36 and 55;

--69% of the secondary counselors indicated that they had been in their position for more than nine years;

--Most of the survey respondents held a master's degree;

--Most of the secondary and postsecondary practitioners reported that it had been more than five years since their last college course;

--Most of the secondary and postsecondary practitioners reported having five or more years teaching experience;

--Memberships held by secondary and postsecondarry placement personnel in professional organizations were high compared with other survey practitioners;

--Other counselor certification held beyond the required endorsement requirement for secondary counselors is low;

--Most secondary counselors are responsible for 301 or more students, while 64% of the community college counselors reported a student load of 601 and up;

--Over 50% of the secondary and postsecondary practitioners and administrators reported that practitioner professional development was received through local meetings/contacts; local/regional workshops; informally through fellow colleagues; and through professional organization conferences.

CHAPTER 5
FINDINGS
PERCEIVED NEEDS PROFILE AND SPECIFIC ACTIVITIES

Each questionnaire contained items that required the respondent to make a personal assessment of the relative strengths and weaknesses of their career counselor, placement, and career resource center program in relation to certain activities. The twelve major categories used, in the judgment of the advisory committee, comprise activities to which the counselors commonly devote the majority of their time.

The respondents were also asked to classify their perceptions of the quality of specific activities performed in their school or institution on a six point scale. It is important to note that the advisory committee and field review team recommended that the specific activities listed in each questionnaire be relevant to the targeted receiving population. Thus, only those specific activities that related to the career resource center were included on the Career Resource Center questionnaire and only those specific activities that related to the placement personnel were included on the Placement questionnaire.

The left side of Table 5 shows the six point scale from which the respondents chose. The classification for this research report is listed on the right side of the table.

Table 5
Classification of Specific Activities

RESPONDENTS CHOICES	CLASSIFICATION
6. Strength of Our Program 5. Doing Adequate/Appropriate Job	NO IMPROVEMENT NEEDED Classified as a STRENGTH
4. Currently Inadequately Done 3. Non-Existent--Needs to be Done	IMPROVEMENT NEEDED Classified as a WEAKNESS
2. No Opinion 1. Not Relevant	NOT APPROPRIATE

This item analysis of the specific activities was used to validate the strengths and weaknesses reported in the PERCEIVED NEEDS PROFILE of the twelve major categories.

In order to accurately interpret the results, two statewide forums were held during the summer, 1986. The first forum was designed for secondary personnel and was held on June 24, 1986, in Lansing with 37 secondary professionals attending. The second forum was held in Lansing on July 25, 1986, for the community college professionals with 15 in attendance. Each forum reviewed data from the overall study and then participants were asked to analyze the findings, provide conclusions and recommendations through small groups sessions. The findings, forum conclusions and recommendations have been incorporated into this report under each of the twelve major components. (See Appendix K for forum agendas and participants).

Tables 6 through 29 provide the results of the item analysis by major category. As the community college and secondary responses were often different, two tables are presented for each category--one for the secondary and one for the community college results.

Program Planning and Course Selection

Table 6 provides the results for secondary counselors, placement personnel, career resource center personnel, and administrators. Seventy percent (70%) of the secondary counselors and 53% of the secondary administrators rated this as a strength of their program. With the exception of Specific Activity 51, secondary counselors perceive that this is a strong category.

Regarding Item 51 [develop an individual educational and placement (E.D.P.) plan for each participant, including those with special needs], secondary counselors identified high counselor/student ratios as the major factor in preventing counselors from having the time to develop E.D.P.'s [workshop June 24, 1986].

Table 7 provides the results for community college counselors, placement personnel, career resource center personnel, and administrators. The issue of PROGRAM PLANNING AND COURSE SELECTION at the community college level relates to academic advising. Fifty-four percent (54%) of the community college administrators rated this category as a weakness while 79% of the counselors rated it as a strength. During the July 25, 1986, workshop, the community college personnel indicated that this may be because the administrators tended to have more data to base their decision and were offering this judgment on a global basis.

Overall, the activities in this category were rated as strengths by the community college practitioners and administrators with the exception of Item 51. The community college personnel indicated that the development of an individual educational and placement plan (E.D.P.) was a K-12 concept and not important at the community college level (workshop July 25, 1986).

Table 6

SECONDARY	Coun	Place	CRC	Admin
13. PROGRAM PLANNING AND COURSE SELECTION	S 70%	X	X	S 53%
26. provide written information to students about program requirements and course sequencing to meet certificate, and degree requirements.	S 79%	S 67%	X	S 75%
34. receive and develop a close familiarity with the postsecondary catalogs and printed materials, and are knowledgeable of steps required for entrance to appropriate schools.	S 84%	S 61%	O	S 80%
40. are familiar with internal insitutional/educational programs and resources available for referral or assistance.	S 78%	S 65%	X	S 68%
51. develop an individual educational and placement (E.D.P.) plan for each participant, including those with special needs.	O	X	X	O

S=Strength
W=Weakness
O=Not Strength or Weakness
X=Item Not Asked

Table 7

COMMUNITY COLLEGE	Coun	Place	CRC	ADMIN
13. PROGRAM PLANNING AND COURSE SELECTION	S 79%	X	X	W 54%
26. provide written information to students about program requirements and course sequencing to meet certificate, and degree requirements.	S 83%	S 60%	X	S 85%
34. receive and develop a close familiarity with the postsecondary catalogs and printed materials, and are knowledgeable of steps required for entrance to appropriate schools.	S 83%	S 60%	S 80%	S 77%
40. are familiar with internal insitutional/educational programs and resources available for referral or assistance.	S 83%	S 73%	X	S 85%
51. develop an individual educational and placement (E.D.P.) plan for each participant, including those with special needs.	W 62%	X	X	W 69%

S=Strength
W=Weakness
O=Not Strength or Weakness
X=Item Not Asked

Career/Vocational Counseling

Table 8 provides the results for secondary counselors, placement personnel, career resource center personnel, and administrators. Interestingly 54% of the secondary counselors and 55% of the secondary administrators rated this as a weakness of their programs. When looking at the specific activities, however, the strengths in this category are in those areas where secondary counselors, placement personnel, and career resource center personnel provide student access to career information (i.e., Item 31, provide current materials in a career information center; Item 44, provide written information, tours, and orientation programs to explain availability of vocational programs; Item 49, make students aware of business, military, labor and industry information.)

However, the areas of weakness at the secondary level involve those areas with processing information (i.e., Item 32, provide students with opportunities to participate in individual or group experiences and learn the process of goal setting and to actually set short and long term goals.

Table 9 provides the results for community college counselors, placement personnel, career resource center personnel, and administrators. Fifty-four percent (54%) of the community college administrators rated this category as a weakness. As with the secondary practitioners, the areas of weakness involved the processes of career/vocational counseling. It was also pointed out in the workshop (July 25, 1986) that students at the community college may not seek information made available to them through the guidance and counseling department on campus.

Table 8

SECONDARY	Coun	Plac	CRC	ADMIN
14. CAREER/VOCATIONAL COUNSELING (career awareness, exploration, and decision-making)	W 54%	X	X	W 55%
31. provide current materials in a career information center.	S 63%	S 53%	S 65%	S 64%
32. provide students with opportunities to participate in individual or group experiences and learn the process of goal setting and to actually set short and long term goals.	W 62%	W 66%	X	W 59%
44. provide written information, tours, and orientation programs to explain availability of vocational programs	S 73%	S 64%	X	S 70%
47. help individuals identify and analyze achievements as transferable work related skills.	O	W 51%	X	O
49. make students aware of business, military, labor and industry information	S 75%	S 61%	X	S 74%
51. develop an individual educational and placement (E.D.P.) plan for each participant, including those with special needs	O	X	X	O
52. provide opportunities for students to inventory and/or test interests, aptitudes and other components necessary for career/life information and planning	S 62%	X	X	S 62%
53. provide students an opportunity to sample vocational training prior to placement (scheduling)	S 50%	X	X	O
55. assist students in obtaining career exploration experiences in the community (i.e., work experiences, job shadowing, etc)	O	S 67%	S 65%	O

S=Strength W=Weakness
O=Not Strength or Weakness X=Item Not Asked

Table 9

COMMUNITY COLLEGE	Coun	Plac	CBC	ADMIN
14. CAREER/VOCATIONAL COUNSELING (career awareness, exploration, and decision-making)	O	S	X	W 54%
31. provide current materials in a career information center.	S 55%	S 67%	S 80%	S 85%
32. provide students with opportunities to participate in individual or group experiences and learn the process of goal setting and to actually set short and long term goals.	W 52%	O	X	W 54%
44. provide written information, tours, and orientation programs to explain availability of vocational programs	S 55%	S 60%	X	S 73%
47. help individuals identify and analyze achievements as transferable work related skills.	W 64%	S 60%	X	W 54%
49. make students aware of business, military, labor and industry information	W 62%	S 67%	X	S 77%
51. develop an individual educational and placement (E.E.P.) plan for each participant, including those with special needs	W 62%	X	X	W 69%
52. provide opportunities for students to inventory and/or test interests, aptitudes and other components necessary for career/life information and planning	S 74%	X	X	S 81%
53. provide students an opportunity to sample vocational training prior to placement (scheduling)	W 64%	X	X	W 58%
55. assist students in obtaining career exploration experiences in the community (i.e., work experiences, job shadowing, etc)	W 69%	W 60%	S 53%	W 58%

S=Strength W=Weakness
O=Not Strength or Weakness X=Item Not Asked

Interpersonal Counseling

Table 10 provides the results for secondary counselors, placement personnel, career resource center personnel, and administrators. Sixty-eight percent (68%) of the secondary counselors rated this category as a strength of their program. However, the only specific activity that surfaced as a strength in this category was item 62, handle special student/client personal problems (e.g., divorce, physical and substance abuse, teen-age pregnancy,etc.. Seventy-one percent (71%) of the secondary counselors and 58% of the secondary administrators perceive that they are able to handle these crisis situations well.

Secondary counselors (workshop June 24, 1986) believe that restriction on their time is the reason for the weaknesses in the remaining items of this category.

Table 10

SECONDARY	Coun	Plac	CRC	ADMIN
15. INTERPERSONAL COUNSELING (concerning client's relationships with self and others)	S 68%	?	?	D
28. provide students with self-assessment opportunities for improved self understanding	W 51%	?	?	D
29. provide group sessions for students to enhance social skills and social consciousness.	D	?	?	W 56%
30. provide intervention experiences (seminars, workshops, classroom presentations, etc) for students to improve attendance, promptness, and completion of tasks as well as to develop assertiveness and time management skills.	W 73%	W 69%	?	D
62. handle special student/client personal problems (e.g., divorce, physical and substance abuse, teenage pregnancy etc.)	S 71%	?	?	S 58%

S=Strength W=Weakness
D=Not Strength or Weakness ?=Item Not Asked

Table 11 provides the results for community college counselors, placement personnel, career resource center personnel, and administrators. Community college personnel perceive that much of the interpersonal counseling areas that they deal with are in the crisis counseling mode and at the community college level, the perception is that the career resource center personnel handle all of the job related interpersonal counseling issues.

Counselor educators at the workshops indicated that individuals wanting to enter the counseling field want to see courses in dealing with crisis situations and may not enter the counseling field if there were courses in the career development area.

Table 11

COMMUNITY COLLEGE	Coun	Plac	LRC	ADMIN
15. INTERPERSONAL COUNSELING (concerning client's relationships with self and others)	S 71%	I	I	D
28. provide students with self-assessment opportunities for improved self understanding	W 57%	I	I	S 62%
29. provide group sessions for students to enhance social skills and social consciousness.	W 74%	I	I	D
30. provide intervention experiences (seminars, workshops, classroom presentations, etc) for students to improve attendance, promptness, and completion of tasks as well as to develop assertiveness and time management skills.	W 74%	D	I	W 62%
6E. handle special student/client personal problems (e.g., divorce, physical and substance abuse, teenage pregnancy etc.)	S 60%	I	I	S 62%

S=Strength
D=Not Strength or Weakness
W=Weakness
I=Item Not Asked

Group Processes

Table 12 provides the results for secondary counselors, placement personnel, career resource center personnel, and administrators. Overall, this category was perceived as a weakness by all groups (secondary and community college) involved. Fifty-six percent (56%) of the secondary counselors, 60% of the community college counselors and 53% of the secondary administrators perceive this major category that is defined as group counseling and information dissemination via group meetings as a weakness. In addition, the specific activities under this category were also consistently rated as weaknesses by all groups.

Secondary counselors and counselor educators identified (workshop June 24, 1986) lack of skills, training, practice, structure, and time as contributing factors to these weaknesses. They further identified that they were weak in developmental counseling because they were so busy with crisis counseling.

Table 12

SECONDARY	Coun	Plac	CRC	ADMIN
16. GROUP PROCESSES (group counseling and information dissemination via group meetings)	W 56%	I	I	W 53%
29. provide group sessions for students to enhance social skills and social consciousness.	W 68%	I	I	W 56%
30. provide intervention experiences (seminars, workshops, classroom presentations, etc) for students to improve attendance, promptness, and completion of tasks as well as to develop assertiveness and time management skills.	W 73%	W 69%	I	W 64%

S=Strength W=Weakness
O=Not Strength or Weakness I=Item Not Asked

Table 13 provides the results for community college counselors, placement personnel, career resource center personnel, and administrators. Community college practitioners perceive that their professional training has not prepared them to deal with group processes. However, as a result of this study and personal experience, it is evident that there needs to be more guidance and less counseling emphasis in the counselor education programs.

Table 13

COMMUNITY COLLEGE	Coun	Plac	CRC	ADMIN
16. GROUP PROCESSES (group counseling and information dissemination via group meetings)	W 60%	X	X	O
29. provide group sessions for students to enhance social skills and social consciousness.	W 74%	X	X	O
30. provide intervention experiences (seminars, workshops, classroom presentations, etc) for students to improve attendance, promptness, and completion of tasks as well as to develop assertiveness and time management skills.	W 74%	O	X	W 62%

S=Strength
W=Weakness
O=Not Strength or Weakness
X=Item Not Asked

Assessment

Table 14 provides the results for secondary counselors, placement personnel, career resource center personnel, and administrators. Table 15 provides the results for community college counselors, placement personnel, career resource center personnel, and administrators. Assessment is defined as the organization of a testing program, test interpretation, etc. Fifty-six (56%) of the secondary counselors rated this category as a strength, and the informational activities (Item 31, provide current materials in a career information center, and Item 52, provide opportunities for students to inventory and/or test interests, aptitudes and other components necessary for career/life information and planning) are rated as strengths by the secondary practitioners.

The weaknesses are noted under the implementation/interpretation process activities (items 28 and 47). Secondary and community college counselors (workshops June 24, 1986 and July 25, 1986) perceive that they do not have enough time to use test data or may have difficulty interpreting it.

Table 14

SECONDARY	Coun	Plac	CRC	ADMIN
17. ASSESSMENT (Organization of testing program, test interpretation, etc.)	S 56%	X	X	D
28. provide students with self-assessment opportunities for improved self understanding	W 51%	X	X	D
31. provide current materials in a career information center.	S 63%	S 53%	S 65%	S 64%
47. help individuals identify and analyze achievements as transferable work related skills.	D	W 51%	X	D
52. provide opportunities for students to inventory and/or test interests, aptitudes and other components necessary for career/life information and planning	S 62%	X	X	S 62%

Table 15

COMMUNITY COLLEGE	Coun	Plac	CRC	ADMIN
17. ASSESSMENT (Organization of testing program, test interpretation, etc.)	W 55%	X	X	W 58%
28. provide students with self-assessment opportunities for improved self understanding	W 57%	X	X	S 62%
31. provide current materials in a career information center.	S 55%	S 67%	S 60%	S 85%
47. help individuals identify and analyze achievements as transferable work related skills.	W 64%	S 60%	X	W 54%
52. provide opportunities for students to inventory and/or test interests, aptitudes and other components necessary for career/life information and planning	S 74%	X	X	S 81%

S=Strength
D=Not Strength or Weakness
W=Weakness
X=Item Not Asked

Work with Special Needs Populations

Table 16 provides the results for secondary counselors, placement personnel, career resource center personnel, and administrators. Special needs populations were defined as handicapped, disadvantaged, displaced homemakers, potential dropouts, etc. Thirty-eight percent (38%) of the secondary counselors rated Item 38, provide services to assist in individual career and life planning to special needs populations (displaced homemakers, handicapped, disadvantaged, the individual making mid-life career changes, etc). as NOT A PRIORITY. Therefore, this is probably an accurate rating for the populations listed.

Secondary counselors, counselor educators, and administrators perceive (workshop June 24, 1986) that their programs are strong in identifying special needs problems but have weaknesses in providing services. They also perceived that they are not providing services because counselors need training in how to coordinate services and activities with other personnel.

Table 16

SECONDARY	Coun	Plac	CRC	ADMIN
18. WORK WITH SPECIAL NEEDS POPULATIONS including handicapped, disadvantaged, displaced homemakers, potential dropouts, etc.	D	X	X	D
38. provide services to assist in individual career and life planning to special needs populations (displaced homemakers, handicapped, disadvantaged, the individual making mid-life career changes, etc)	D N.P. 38%	X	X	D
39. maintain an up-to-date listing of referral sources available within the community for special needs populations.	S 61%	X	X	S 51%
43. assist in identification of students having special needs.	S 68%	X	X	S 81%
53. provide students an opportunity to sample vocational training prior to placement (scheduling)	D	X	X	D

S=Strength
D=Not Strength or Weakness
W=Weakness
X=Item Not Asked

Table 17 provides the results for community college counselors, placement personnel, career resource center personnel, and administrators. Similar outcomes are evident at the community college level. The workshop provided information that resources through grant availability provide soft money for personnel to handle displaced homemaker, handicapped, and disadvantaged students. The strengths noted at the community college level were probably an indication of this grant phenomena.

Table 17

COMMUNITY COLLEGE	Coun	Plac	CRC	ADMIN
18. WORK WITH SPECIAL NEEDS POPULATIONS including handicapped, disadvantaged, displaced homemakers, potential dropouts, etc.	D	X	X	D
38. provide services to assist in individual career and life planning to special needs populations (displaced homemakers, handicapped, disadvantaged, the individual making mid-life career changes, etc)	S 67%	X	X	S 69%
39. maintain an up-to-date listing of referral sources available within the community for special needs populations.	S 52%	X	X	S 62%
43. assist in identification of students having special needs.	S 69%	X	X	S 73%
53. provide students an opportunity to sample vocational training prior to placement (scheduling)	W 64%	X	X	W 58%

S=Strength
D=Not Strength or Weakness
W=Weakness
X=Item Not Asked

Teacher Consultation

Table 18 provides the results for secondary counselors, placement personnel, career resource center personnel, and administrators. Fifty-seven percent (57%) of the secondary counselors perceive that they do effectively involve the teachers in the counseling process. This is further evident in the specific activities secondary practitioners rated as strengths.

Fifty-four percent (54%) of the secondary administrators rated the major category as a weakness but rated the specific activities as strengths. Administrators explained (workshop June 24, 1986) that they perceive the discrepancy may be in the way the items were worded. The major category item asked for their perception on counselors involving teachers in their process; while the specific activities related to counselors giving teachers information and teachers involving counselors in the teaching or student follow-up process.

Table 18

SECONDARY	Coun	Plac	CRC	ADMIN
19. TEACHER CONSULTATION (effectively involving the teacher in your process)	S 57%	X	X	W 54%
25. provide faculty and appropriate staff with units of information which can be used for advising students	S 55%	X	X	S 54%
35. may be a consultant for existing curriculum and in writing and developing new curriculum.	S 63%	X	D	S 55%
41. provide assistance where necessary to enable students to initiate meetings with faculty to confer on problems and gather information.	S 79%	X	X	S 58%
42. actively participate in and assist in staff meetings and other school/institutional committees in new educational planning and campus activities.	S 71%	D	D	S 63%

S=Strength W=Weakness
D=Not Strength or Weakness X=Item Not Asked

Table 19 provides the results for community college counselors, placement personnel, career resource center personnel, and administrators. At the community college level, the issue of part-time vs. full-time faculty surfaced when discussing this category. The overall weakness of the category (67% of counselors and 69% of administrators) versus the strengths of the specific activities indicated also that the discrepancy may be in the way the items were worded.

Table 19

COMMUNITY COLLEGE	Coun	Plac	CRC	ADMIN
19. TEACHER CONSULTATION (effectively involving the teacher in your process)	W 67%	X	X	W 69%
25. provide faculty and appropriate staff with units of information which can be used for advising students	S 52%	X	X	S 62%
35. may be a consultant for existing curriculum and in writing and developing new curriculum.	D	X	D	D
41. provide assistance where necessary to enable students to initiate meetings with faculty to confer on problems and gather information.	S 71%	X	X	S 69%
42. actively participate in and assist in staff meetings and other school/institutional committees in new educational planning and campus activities.	S 69%	S 60%	S 60%	S 77%

S=Strength W=Weakness
D=Not Strength or Weakness X=Item Not Asked

Personal Strengths Appraisal

Table 20 provides the results for secondary counselors, placement personnel, career resource center personnel, and administrators. Personal strengths appraisal involves determining characteristics, behavior pattern, or interests, aptitudes, achievements of students. Fifty-seven percent (57%) of the secondary counselors rated this as a strength of their program while 52% of the administrators rated this as a weakness. Secondary counselors further emphasized this as a strength by rating all but one of the items as strengths. However, they admitted (workshop June 24, 1986) that they lack the knowledge in transferring information on achievement, etc. to students.

Secondary administrators perceive the strengths are in diagnosis, but not in appropriate interventions or follow through.

Table 20

SECONDARY	Coun	Plac	CRC	ADMIN
20. PERSONAL STRENGTHS APPRAISAL (determining characteristics, behavior pattern, or interests, aptitudes, achievements)	S 57%	X	X	W 52%
43. assist in identification of students having special needs.	S 88%	X	X	S 81%
46. identify individual difficulties with a learning process	S 87%	X	X	S 81%
47. help individuals identify and analyze achievements as transferable work related skills.	0	W 67%	X	0
52. provide opportunities for students to inventory and/or test interests, aptitudes and other components necessary for career/life information and planning	S 62%	X	X	S 62%

S=Strength
0=Not Strength or Weakness
W=Weakness
X=Item Not Asked

Table 21 provides the results for community college counselors, placement personnel, career resource center personnel, and administrators. At the community college level, practitioners indicated that although 54% of the administrators rated this category as weak while rating all but one activity as strong, was an indication that this is being done but by one group of individuals--the placement personnel.

Table 21

COMMUNITY COLLEGE	Coun	Plac	CRC	ADMIN
20. PERSONAL STRENGTHS APPRAISAL (determining characteristics, behavior pattern, or interests, aptitudes, achievements)	D	X	X	W 54%
43. assist in identification of students having special needs.	S 69%	X	X	S 73%
46. identify individual difficulties with a learning process	D	X	X	S 62%
47. help individuals identify and analyze achievements as transferable work related skills.	W 64%	S 60%	X	W 54%
52. provide opportunities for students to inventory and/or test interests, aptitudes and other components necessary for career/life information and planning	S 74%	X	X	S 81%

S=Strength W=Weakness
D=Not Strength or Weakness X=Item Not Asked

Information and Referral

Table 22 provides the results for secondary counselors, placement personnel, career resource center personnel, and administrators. Information and referral involves the awareness and use of community referral information and resources. Sixty percent (60%) of the secondary counselors rated this as a strength of their programs but did not rate items 54 and 63 as a strength or a weakness. They admitted that they must get out of their buildings to establish collaborative relationships with business and other community groups. Counselor educators indicated (workshop June 24, 1986) that counselor education programs ought to promote counselor involvement in business, industry, and other local district resources.

Secondary placement and career resource center personnel rate this category as a strength of their programs.

Table 22

SECONDARY	Coun	Plac	CRC	ADMIN
21. INFORMATION AND REFERRAL (awareness and use of community referral information and resources)	S 60%	X	X	D
37. give assistance to students, parents, faculty, other personnel and agencies by coordinating referral services.	S 70%	X	X	S 55%
39. maintain an up-to-date listing of referral sources available within the community for special needs populations.	S 61%	X	X	S 51%
49. make students aware of business, military, labor and industry information	S 75%	S 61%	S 78%	S 74%
54. establish collaborative relationships with business and other community groups	D	S 64%	S 55%	D
63. Guidance and counseling personnel at our school have periodic on-site exposure with local business and industry (i.e., scheduled visits, tours, orientation programs)	D	S 63%	D	D

S=Strength W=Weakness
D=Not Strength X=Item Not
or Weakness Asked

Table 23 provides the results for community college counselors, placement personnel, career resource center personnel, and administrators. Community college practitioners have indicated that they make the information available to students, but often are not aware of whether the information is used. It was also evident that the community college perceive that they need more on-site exposure with business and industry.

Table 23

COMMUNITY COLLEGE	Coun	Plac	CRC	ADMIN
21. INFORMATION AND REFERRAL (awareness and use of community referral information and resources)	W 57%	X	X	S 69%
37. give assistance to students, parents, faculty, other personnel and agencies by coordinating referral services.	W 52%	X	X	D
39. maintain an up-to-date listing of referral sources available within the community for special needs populations.	S 52%	X	X	S 62%
49. make students aware of business, military, labor and industry information	W 62%	S 67%	S 60%	S 77%
54. establish collaborative relationships with business and other community groups	D	D	S 53%	S 58%
63. Guidance and counseling personnel at our school have periodic on-site exposure with local business and industry (i.e., scheduled visits, tours, orientation programs)	W 86%	S 73%	W 53%	W 77%

S=Strength W=Weakness
D=Not Strength or Weakness X=Item Not Asked

Educational Counseling

Table 24 provides the results for secondary counselors, placement personnel, career resource center personnel, and administrators. Table 25 provides the results for community college counselors, placement personnel, career resource center personnel, and administrators. Educational counseling involves placement into educational programs and settings. This is indeed the strongest strength of the major categories at both the secondary and community college levels as evidenced by 81% of the secondary counselors, 90% of the community college counselors, 65% of the secondary administrators, and 69% of the community college administrators rating is as a strength. All groups emphasized this as a strength.

Table 24

SECONDARY	Coun	Plac	CRC	ADMIN
22. EDUCATIONAL COUNSELING (Placement Into Further Educational Setting)	S 81%	X	X	S 65%
31. provide current materials in a career information center	S 63%	S 53%	S 65%	S 64%
34. receive and develop a close familiarity with the postsecondary catalogs and printed materials, and are knowledgeable of steps required for entrance to appropriate schools.	S 84%	S 61%	S 71%	S 80%
44. provide written information, tours, and orientation programs to explain availability of vocational programs	S 73%	S 54%	X	S 70%
51. develop an individual educational and placement plan (E.D.P.) for each participant, including those with special needs.	D	X	X	D

S=Strength W=Weakness
D=Not Strength or Weakness X=Item Not Asked

Table 25

COMMUNITY COLLEGE	Coun	Plac	CRC	ADMIN
22. EDUCATIONAL COUNSELING (Placement Into Further Educational Setting)	S 90%	I	I	S 69%
31. provide current materials in a career information center	S 55%	S 67%	D	S 85%
34. receive and develop a close familiarity with the postsecondary catalogs and printed materials, and are knowledgeable of steps required for entrance to appropriate schools.	S 83%	S 60%	S 80%	S 77%
44. provide written information, tours, and orientation programs to explain availability of vocational programs	S 55%	S 60%	I	S 73%
51. develop an individual educational and placement plan (E.D.P.) for each participant, including those with special needs.	W 62%	I	I	W 69%

S=Strength
D=Not Strength or Weakness
W=Weakness
I=Item Not Asked

Placement into World of Work

Table 26 provides the results for secondary counselors, placement personnel, career resource center personnel, and administrators. Fifty-six percent (56%) of the secondary counselors and 51% of the secondary administrators perceive this as a weakness in their programs. Secondary counselors further indicated (workshop June 24, 1986) that they do not perceive this as a priority and are not trained to do placement activities. This is evident in their noncommittal attitude toward items 33, 36, 45, 48, 50, 51, 54, and 55. Fortunately, placement and career resource center personnel perceive that they are indeed providing placement into world of work.

Secondary administrators perceive (workshop June 24, 1986) that counselors do not have current training or labor market information. Secondary administrators further indicated that they perceived counselors would have rated this even lower but answered the item as to whether their school was doing this, not whether they were personally doing the activity.

Table 27 provides the results for community college counselors, placement personnel, career resource center personnel, and administrators. Sixty percent (60%) of the community college practitioners rated this category overall as a weakness. The community college counselors indicated that the results of the specific activities in this category were evidence of which group performed the activity. This could account for the overall strength of this category given by the community college administrators who see the big picture rather than specific activities.

Table 26

SECONDARY	Coun	Plac	CRC	ADMIN
23. PLACEMENT INTO WORLD OF WORK (including kind of work and methods of training required	W 56%	X	X	W 51%
27. provide opportunities for students to gain experience in developing employability skills including completing job applications/resumes and interviewing.	S 57%	S 66%	S 60%	S 65%
33. Maintain a current student job applications file, employer and job bank file.	D	D	D	D
36. provide post-employment consultation services to employed students and clients requiring improved work habits, vocational skill upgrading or retraining.	D N.P. 41%	W 53%	X	W 51%
45. identify and locate job openings within the community and local area.	D	S 73%	S 51%	S 55%
46. screen student job applicants for identified openings with area employers.	D	S 70%	X	S 52%
49. make students aware of business, military, labor and industry information.	S 75%	S 61%	S 78%	S 74%
50. coordinate the collection and dissemination of labor market information as well as demands of the changing work world.	D	D	S 55%	D

S=Strength W=Weakness
D=Not Strength or Weakness X=Item Not Asked

Table 26. cont.

SECONDARY	Coun	Plac	CBC	ADMIN
22. PLACEMENT INTO WORLD OF WORK (including kind of work and methods of training required	W 56%	I	I	W 81%
51. develop an individual educational and placement plan (E.D.P.) for each participant, including those with special needs.	I	I	I	D
52. provide opportunities for students to inventory and/or test interests, aptitudes and other components necessary for career/life information and planning.	S 62%	I	I	S 62%
54. establish collaborative relationships with business and other community groups	D	S 64%	S 55%	D
55. assist students in obtaining career exploration experiences in the community (i.e., work experiences, job shadowing, etc)	D	S 67%	S 65%	S 52%
63. Guidance and counseling personnel at our school have periodic on-site exposure with local business and industry (i.e., scheduled visits, tours, orientation programs)	W 56%	D	W 52%	D

Table 27

COMMUNITY COLLEGE	Coun	Plac	CBC	ADMIN
23. PLACEMENT INTO WORLD OF WORK (including kind of work and methods of training required	W 60%	I	I	D
27. provide opportunities for students to gain experience in developing employability skills including completing job applications/resumes and interviewing.	S 55%	S 53%	S 80%	S 54%
33. maintain a current student job applications file, employer and job bank file.	S 60%	S 73%	S 60%	S 77%

S=Strength W=Weakness D=Not Strength or Weakness I=Item Not Asked

Table 27, cont.

COMMUNITY COLLEGE	Coun	Plac	CRC	ADMIN
33. PLACEMENT INTO WORLD OF WORK (including kind of work and methods of training required	W 60%	X	X	D
36. provide post-employment consultation services to employed students and clients requiring improved work habits, vocational skill upgrading or retraining.	W 74%	W 53%	X	D
45. identify and locate job openings within the community and local area.	W 52%	S 73%	D	S 69%
48. screen student job applicants for identified openings with area employers.	D	S 80%	X	S 73%
49. make students aware of business, military, labor and industry information.	W 62%	S 67%	S 60%	S 77%
50. coordinate the collection and dissemination of labor market information as well as demands of the changing work world.	W 55%	S 60%	S 73%	S 60%
51. develop an individual educational and placement plan (E.D.P.) for each participant, including those with special needs.	W 62%	X	X	W 69%
52. provide opportunities for students to inventory and/or test interests, aptitudes and other components necessary for career/life information and planning.	S 74%	X	X	S 81%
54. establish collaborative relationships with business and other community groups	D	D	S 53%	S 58%
55. assist students in obtaining career exploration experiences in the community (i.e., work experiences, job shadowing, etc)	W 69%	W 60%	S 53%	W 58%
63. Guidance and counselor personnel at our school have periodic on-site exposure with local business and industry (i.e., scheduled visits, tours, orientation programs)	W 86%	S 73%	W 53%	W 77%

S=Strength W=Weakness
D=Not Strength or Weakness X=Item Not Asked

Guidance Program Development

Table 28 provides the results for secondary counselors, placement personnel, career resource center personnel, and administrators. Guidance Program Development involves the development, implementation, management, and evaluation of program delivery. Fifty-three percent (53%) of the secondary administrators perceive this category to be a weakness but only rated activities Items 60 and 61 as weaknesses.

Specific activities for the secondary counselors indicate that they perceive that they have developed and implemented a guidance plan and are managing and evaluating the plan. Secondary placement personnel further perceive that they have a plan. Secondary administrators perceive the strengths to be in the areas of developing, implementing, managing and evaluating the plan but weak in the needs assessment components of guidance and placement planning.

Table 28

SECONDARY	Coun	Plac	CRC	ADMIN
24. GUIDANCE PROGRAM DEVELOPMENT (develop, implement, manage, and evaluate program delivery)	D	X	X	W 53%
56. develop and implement a guidance plan	S 81%	X	X	S 73%
57. develop and implement a placement plan.	D	S 76%	X	D
58. manage and evaluate a guidance plan	S 70%	X	X	S 64%
59. manage and evaluate a placement plan.	D	S 72%	X	D
60. conduct a needs assessment to determine guidance program needs	D	X	X	W 51%
61. conduct a needs assessment to determine placement program needs.	D	D	X	W 51%

S=Strength
D=Not Strength or Weakness
W=Weakness
X=Item Not Asked

Table 29 provides the results for community college counselors, placement personnel, career resource center personnel, and administrators. Seventy-one percent (71%) of the community college counselors and 62% of the community college administrators rated this category as a weakness. The only strengths were given by the placement personnel on the development and implementation of their placement plan. Community college personnel indicated that each group had their own plan but no one has taken the time to evaluate the entire program. The community college personnel also indicated that assistance would be needed to learn the skills for effective needs assessment techniques.

Table 29

COMMUNITY COLLEGE	Coun	Plac	CRC	ADMIN
24. GUIDANCE PROGRAM DEVELOPMENT (develop, implement, manage, and evaluate program delivery)	W 71%	X	X	W 62%
56. develop and implement a guidance plan	S 79%	X	X	S 88%
57. develop and implement a placement plan.	D	S 67%	X	S 73%
58. manage and evaluate a guidance plan	D	X	X	S 65%
59. manage and evaluate a placement plan.	W 52%	S 67%	X	S 54%
60. conduct a needs assessment to determine guidance program needs	W 60%	X	X	W 62%
61. conduct a needs assessment to determine placement program needs.	W 69%	D	X	W 77%

S=Strength W=Weakness
D=Not Strength or Weakness X=Item Not Asked

CHAPTER 6
CONCLUSIONS and RECOMMENDATIONS

CONCLUSION 1: Counselors are required to perform many functions in the schools. Practitioners perceive that they must either be given the tools (microcomputer) and skills to better handle the functions, or have their student ratios reduced to better meet the demands placed on them to perform all of these functions.

FINDING: Overall, the highest rank ordered priority at the secondary and community college levels were placed on microcomputer technology as it relates to guidance and placement. Counselors, placement personnel, career resource center personnel, and administrators perceive that the computer would indeed lighten the paperwork requirement and assist in the time management factor for counselors.

FINDING: Fifty-nine percent of the secondary practitioners and administrators placed a high priority on smaller counselor/student ratio.

RECOMMENDATION: The findings of this study support practitioner and administrator recognition that microcomputer technology can enhance/improve guidance delivery. Given this as the highest priority, a concentrated professional development program must be initiated statewide. The program should focus upon (1) microcomputer use, (2) software programs available which directly relate to guidance functions, and (3) the authoring of appropriate software programs for those functions in which there is no existing software.

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CONCLUSION 2:: Practitioners perceive that their strengths are in serving students whose backgrounds and ability tend to make them competitive in the academic tasks.

FINDING: This is supported by the fact that all groups of respondents agree that the strengths of guidance and counseling programs at both the secondary and community college levels are in the rank ordered categories of:

1st. EDUCATIONAL COUNSELING (placement into further educational settings) (76%)

2nd. PROGRAM PLANNING AND COURSE SELECTION (64%)

RECOMMENDATION: Recognizing that these are important skills for guidance and counseling personnel to have, a concentrated effort must be made to maintain the proven high level of effectiveness of the programs in meeting these important categories. Within a comprehensive professional development program, emphasis and training must be placed upon the maintenance of skills in the educational counseling and program planning & course selection.

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CONCLUSION 3: Practitioners and administrators agree that guidance and counseling programs are not helping those students who want to move into the labor market and those who may be less successful in school and academic tasks.

FINDING: This conclusion is supported by the findings that overall practitioners and administrators at the secondary and community college levels perceive that the weakness in the guidance and counseling programs are in the following rank ordered categories:

1st. GROUP PROCESSES (group counseling and information dissemination via group meetings) (55%)
2nd PLACEMENT INTO WORLD OF WORK (Including kind of work and methods of training r[illegible]ed) (54%)
3rd. CAREER VOCATIONAL COUNSELING (career awareness, exploration, and decision-making) (53%)
4th. GUIDANCE PROGRAM DEVELOPMENT (develop, implement, manage, and evaluate program delivery) (50%)

RECOMMENDATIONS:

Strategies to provide professional development experiences for practitioners in the categories of group process and career/vocational counseling areas must be planned for and delivered on an organized basis through a training and development center.

A review must be made of the content of counselor education programs and certification requirements relative to those specific categories identified by practitioners and administrators as weaknesses. Counselor preparation programs must undergo periodic, third-party review to determine whether or not priority needs are being met. If such programs cannot be altered or modified to strengthen identified weak areas, a training and development center must provide remediation and upgrading to correct the four identified weak areas.

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CONCLUSION 4: While results of this survey identified strengths and weaknesses of program categories, placement and career resource center personnel often rated activities as strengths when counselors rated activities as weaknesses.

FINDINGS:

1. Community college counselors rated helping individuals identify and analyze achievements as transferable work related skills as a weakness but placement personnel rated it as a strength.

2. Community College counselors rated making students aware of business, military, labor and industry information as a weakness but placement and career resource center personnel rated it as strengths.

3. While community college counselors indicated that they did not have on-site exposure with local business and industry,, placement personnel rated it as a strength.

4. Community college counselors rated identifying and locating job openings within the community and local area as weaknesses, placement personnel rated it as a strength.

5. Community college counselors rated coordinating the collection and dissemination of labor market information as well as demands of the changing work world as weakness while placement and career resource center personnel rated it as strengths.

RECOMMENDATION: The specific roles of placement, career resource center, and counselors must be clarified to the practitioners in each area. A planned teamwork approach to guidance and placement will enhance program delivery, activities, services, staffing responsibilities, and communication. Therefore, team building workshops, within and across districts must be held to enhance understanding and the delivery of services to youth and adults.

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CONCLUSION 5: There is a need for a training and development center.

FINDINGS:

1. 76% of the respondents indicated that there is a need for a training and development center.

2. 74% of the respondents indicated that they would use a training and development center.

RECOMMENDATIONS:

Initiate immediate planning for a training and development center that will:

--provide inservice training, on both academic credit and non-credit basis (possibly in collaboration with professional organization or university-sponsored conferences and workshops);

--develop, update, or otherwise obtain up-to-date materials, products, procedures, and practices for use by local personnel;

--provide technical assistance, on request, for the assessing of local career/vocational guidance and job placement programs by local personnel and follow-up consultation which would assist them to improve their programs based on the assessment; and

--supply on-call technical assistance to local personnel.

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CONCLUSION 6: Funding for a training and development center would have to be supported by an external funding source.

FINDINGS:

1. 67% of the administrators would provide release time for practitioners to participate in center activities.

2. 51% of the respondents would not personally pay for services

3. 57% of the respondents would travel to attend workshops, inservices, conferences

4. 51% of respondents would possibly pay an annual institutional user fee.

RECOMMENDATION:

The Michigan Department of Education must recognize that funds must be allocated to organize, initiate, and implement a training and development center. Beyond recognition, necessary funds must be allocated so that the needs are met over a long term, on-going basis.

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CONCLUSION 7: While professional organizations provide information dissemination, resource referral, and inservice training, this study provides evidence that there is a need for organized services through a training and development center that pertain to the coordinated dissemination and delivery of information, resources, and services.

FINDINGS:

Thirty percent (30%) of the practitioners indicated that they did not belong to a professional organization related to their present position.

Overall the rank order of the top ten rated potential services of a training and development center include:

1st. Monthly newsletter incorporating reviews of new ideas, programs, software; timely articles, appropriate literature reviews; scheduled professional conferences, inservices, etc. (85%)

2nd. Local or regional inservices, workshops, seminars (85%)

3rd. Listings of information, resources and resource personnel that have received positive recommendations from the field (81%)

4th. Guides to successful Michigan and national guidance/placement/career center projects and contact persons (80%)

5th. Inservices, workshops, seminars at a training and development center (79%)

6th. Develop guidelines for successful guidance programs (77%)

7th. Resource materials checkout via mail (68%)

8th. Obtain results of research projects (67%)

9th. Professional organization conferences/training programs (66%)

10th. Establish computerized linkage to resources (65%)

RECOMMENDATION:

While some of these services may be provided through professional organizations, findings of this study clearly indicate that a centralized source of resources and technical assistance could better meet the needs of the practitioners in secondary schools and community colleges. Therefore, a statewide training and development center should be established to meet the needs indicated through the study.

***

CONCLUSION 8:

Counselor education programs need to emphasize the following skills and understandings:

--an understanding of career development and career guidance and the application of each in the work of the counselor;

--skills in the use of the computer, computer-assisted career decision-making programs, and other appropriate software;

--knowledge of labor trends and their impact upon career decision-making and planning;

--skills in personalizing the career information process to insure that the emphasis is on the individual and not on the information;

--an undertstanding of group processes, their application to career decision-making and planning, and their utility in disseminating career information;

--an understanding of vocational education and the part it plays in career development, job preparation and placement;

--an understanding of the career needs of special populations (i.e., disadvantaged, handicapped, displaced homemakers, etc.);

--skills in developing collaborative arrangements with business, industry, labor, and other relevant organizations that promote interagency understanding of training needs and resources;

--assertiveness training with counselors;

--career decision-making with individuals and groups;

--time management training;

--guidance planning, including written goals, objectives, and evaluation process;

--skills in establishing clear goals and objectives for a testing program; and

--counseling special needs students and parents.

FINDINGS: Respondents cited the following guidance categories as weaknesses:

Group Processes (55%)
Placement Into the World of Work (54%)
Career/Vocational Counseling (53%)
Guidance Program Development (50%)

RECOMMENDATION: A periodic review and analysis of counselor education programs must be done in light of the findings of this study to identify strengths and weaknesses. Then programmatic changes must be implemented in counselor education programs or a training and development center(s). Otherwise, expectations for guidance and counseling programs to provide career vocational guidance are unlikely to be met.

Additional Recommendations

The following recommendations were made during the June 24, 1986, secondary forum in Lansing by counselors and counselor educators:

RECOMMENDATION: The Michigan Department of Education needs a staff person that responds to the needs of guidance counselors; further that the individual serving that capacity be selected from other than the teaching profession.

RECOMMENDATION: The Michigan Department of Education provide the funding, vehicle, and means by which local level guidance plans be developed, implemented, funded and reviewed by the state.

RECOMMENDATION: Sound guidance planning and plans needs State Board of Education approval and support.

Summary

Based on what this study identified, are we getting what we want from guidance and counseling programs? The answer appears to be yes and no. Yes, we are delivering counseling for those students whose backgrounds and ability tend to make them competitive in the academic tasks. No, we are not helping those students who want to move into the labor market and and those who may be less successful in school and academic tasks. By and large, counselors are not responsive to business and industry; but placement and career resource center personnel are meeting many of these needs.

Expecting guidance and counseling programs to provide generalized career-vocational counseling is unrealistic, given the current program structure. Counselors are working with a fairly narrow range of areas and an even narrower range of knowledge and skills. Programmatic changes must be implemented in counselor education programs and/or in the delivery mechanism for professional development to counselors. A training and development center has the potential to meet many of those needs through targeted activities designed specifically to meet the professional development needs of counselors, job placement specialists, and career resource center professionals. Given the training needs identified in this study and an anticipated long-range need for trained counselors (1986 Michigan Department of Education retirmeent data on K-12 counselors shows 36% or 954 counselors will be eligible to retire during the years 1986-1988), a clear need exists for long-term professional development.

Application of the Results

The most important part of any research study is not the collection and analysis of data but what is to be done with it once it has been completed. Many excellent studies which meet all acceptable standards for empirical research have been filed away and never heard from again. Tremendous amount of money have been poured into such forgotten volumes. Rather than let this study be read and laid aside, concrete recommendations have been delineated and will be disseminated to interested parties.

Before any individual or organization can be expected to make use the research data, they must obviously be made aware of it. In order to disseminate the results as broadly as possible, both in Michigan and across the country, presentations are prepared for 4-6 professional conferences during the 1986-87 year.

Copies of the comprehensive report will be distributed to such centralized resources as ERIC, the Michigan Department of Education, and the Michigan Vocational Education Resource Center at Michigan State University which will put the results of this study in reach of most educators. Summary copies should be distributed to school districts and appropriate state government agencies. All major professional guidance, counseling, and placement organizations, both national and state, should receive summary copies. In addition to the dissemination of the summary report of this study, the comprehensive report can be made available to interested parties on a cost recovery basis.

APPENDIX A

Four Survey Questionnaires

Administrator
Counselor
Placement Personnel
Career Resource Center Personnel

Vocational Education Counseling and Placement Services

STATEWIDE SURVEY

Guidance, Counseling, and Placement Services

Administrator

PRIORITY PROFILE

The following is a list of items that may enable your staff to do a better job. Place a check in the column that indicates the priority you place on each item as a possible solution to your career guidance, placement and counseling needs.	HIGH PRIORITY	LOW PRIORITY	NOT A PRIORITY
1. Additional career/vocational counseling professional personnel			
2. Additional professional personnel in placement			
3. Additional career resource center professional personnel			
4. Additional special needs professional personnel			
5. Availability of resource personnel (*i.e.*, school psychologist, social workers, etc.)			
6. Additional clerical or other paraprofessional help			
7. Smaller counselor/student ratio			
8. Additional nonschool resources (*i.e.*, greater business and industry involvement and accessibility to funding sources, such as JTPA)			
9. Additional inservice training or other professional growth (for example, workshops and seminars on career assessment tools, liability in placement, etc.)			
10. Written materials including new, innovative, and/or successful models and project ideas in Michigan			
11. Microcomputer technology as it relates to guidance and placement			
12. Increased guidance/placement program development (develop, implement, manage, and evaluate program delivery)			

PERCEIVED NEEDS PROFILE

Classify the strengths and weaknesses of your program on the following tasks by placing a check in the column that you believe best represents your guidance, counseling, placement, and career resource center programs.	STRENGTH No Improvement Needed	WEAKNESS Improvement Needed	NOT RELEVANT TO OUR PROGRAM
13. Program Planning & Course Selection			
14. Career/Vocational counseling (career awareness, exploration, and decision-making)			
15. Interpersonal counseling (assisting client relationships with self and others)			
16. Group Processes (group counseling and information dissemination via group meetings)			
17. Assessment (organization of testing program, test interpretation, etc.)			
18. Work with special needs populations (including handicapped, disadvantaged, displaced homemakers, potential dropouts, etc.)			
19. Teacher Consultation (effectively involving the teacher in your process)			
20. Personal Strengths Appraisal (determining characteristics, behavior pattern, or interests, aptitudes, achievements)			
21. Information and Referral (awareness and use of community referral information and resources)			
22. Educational Counseling (placement into further educational settings)			
23. Placement into World of Work (including kind of work and methods of training required)			
24. Guidance Program Development (develop, implement, manage, and evaluate program delivery)			

The following list represents specific activities that may be expected to be carried on under a career/vocational guidance program. Please place a check in the column that best represents your perceptions of the quality of the activities being performed in your school or institution.	Strength of our Program	Doing Adequate/Appropriate Job	Currently Inadequately Done	Non-Existent—Needs to be Done	No Opinion	Not Relevant
	No Improvement Needed		Improvement Needed		Not Appropriate	
25. provide faculty and appropriate staff with units of information which can be used for advising students.						
26. provide written information to students about program requirements and course sequencing to meet certificate, and degree requirements.						
27. provide opportunities for students to gain experience in developing employability skills including completing job applications/resumes and interviewing.						
28. provide students with self-assessment opportunities for improved self understanding.						
29. provide group sessions for students to enhance social skills and social consciousness.						
30. provide intervention experiences (seminars, workshops, classroom presentations, etc.) for students to improve attendance, promptness, and completion of tasks as well as to develop assertiveness and time management skills.						
31. provide current materials in a career information center.						
32. provide students with opportunities to participate in individual or group experiences and learn the process of goal setting and to actually set short- and long-term goals.						
33. maintain a current student job applications file, employer and job bank file.						
34. receive and develop a close familiarity with the postsecondary catalogs and printed materials, and are knowledgeable of steps required for entrance in appropriate schools.						
35. may be a consultant for existing curriculum and in developing new curriculum.						
36. provide postemployment consultation services to employed students and clients requiring improved work habits, vocational skill upgrading or retraining.						
37. give assistance to students, parents, faculty, other personnel and agencies by coordinating referral services.						
38. provide services to assist in individual career and life planning to special needs populations (displaced homemakers, handicapped, disadvantaged, the individual making mid-life career changes, etc.)						
39. maintain an up-to-date listing of referral sources available within the community for special needs populations.						
40. are familiar with internal institutional/educational programs and resources available for referral or assistance.						
41. provide assistance to students to initiate meetings with faculty to resolve problems and gather information.						
42. actively participate in and assist in staff meetings and other school/institutional committees in new educational planning and campus activities.						

The following list represents specific activities that may be expected to be carried on under a career/vocational guidance program. Please place a check in the column that best represents your perceptions of the quality of the activities being performed in your school or institution.	Strength of our Program	Doing Adequate/Appropriate Job	No Improvement Needed	Currently Inadequately Done	Improvement Needed	Non-Existent—Needs to be Done	No Opinion	Not Appropriate	Not Relevant
43. assist in identification of students having special needs.									
44. provide written information, tours, and orientation programs to explain availability of vocational programs.									
45. identify and locate job openings within the community and local area.									
46. identify individual students with learning difficulties.									
47. help individuals identify and analyze achievements as transferable job-related skills.									
48. screen student job applicants for identified openings with area employers.									
49. make students aware of business, military, labor and industry information.									
50. coordinate the collection and dissemination of labor market information as well as demands of the changing work world.									
51. develop an individual educational and placement (E.D.P.) plan for each participant, including those with special needs.									
52. provide opportunities for students to inventory and/or test interests, aptitudes and other components necessary for career/life information and planning.									
53. provide students an opportunity to sample vocational training prior to placement (scheduling).									
54. establish collaborative relationships with business and other community groups.									
55. assist students in obtaining career exploration experiences in the community (*i.e.*, work experiences, job shadowing, etc.)									
56. develop and implement a guidance program.									
57. develop and implement a placement program.									
58. manage and evaluate a guidance program.									
59. manage and evaluate a placement program.									
60. conduct a needs assessment to determine guidance program needs.									
61. conduct a needs assessment to determine placement program needs.									
62. handle special student/client personal problems (*e.g.*, divorce, physical and substance abuse, teenage pregnancy, etc.)									
63. Guidance and counseling personnel at our school have periodic on-site exposure with local business and industry (*i.e.*, scheduled visits, tours, orientation programs).									

Use this space for any comments you wish to make regarding items 25–63.

Training and Development Center
Feasibility and Projected Use

Potential services of a training and development center are cited below. Check those of most interest or use to you.

I would use or have an interest in:

Yes	No		
☐	☐	1.	Local on-site technical assistance
☐	☐	2.	Local or regional inservices, workshops, seminars
☐	☐	3.	Listing of information, resources, and resource personnel that have received positive recommendations from the field
☐	☐	4.	Guides to successful Michigan and national guidance/placement/career center projects and contact persons
☐	☐	5.	Monthly newsletter incorporating reviews of new ideas, programs, software; timely articles, appropriate literature reviews, scheduled professional conferences, inservices, etc.
☐	☐	6.	Statewide personnel and professional organization directory
☐	☐	7.	Watts line service accessing the training and development center
☐	☐	8.	Individualized self-instructional modules
☐	☐	9.	Telecommunication programming or microcomputer networkin
☐	☐	10.	A statewide conference
☐	☐	11.	Inservices, workshops, seminars at a training and development center
☐	☐	12.	Professional organization conferences/training programs
☐	☐	13.	Teleconferences
☐	☐	14.	Interactive video conferences
☐	☐	15.	Videotape presentations with mail checkout
☐	☐	16.	Resource materials checkout via mail
☐	☐	17.	College/university courses
☐	☐	18.	Participating in development of research projects
☐	☐	19.	Obtaining results of research projects
☐	☐	20.	Establishing computerized linkage to resources
☐	☐	21.	Developed guidelines for successful guidance programs
☐	☐	22.	Other _____

_____

Training and Development Center
Feasibility and Projected Use

23. Given the potential services listed on the previous page, do you believe there is a need for a training and development center?

    _____ (1) Yes

    _____ (2) No

24. Given the potential services listed on the previous page, would you and/or your institution **use** a training and development center?

    _____ (1) Yes

    _____ (2) No

Assuming you, as an administrator, were interested in materials and services and had a budget to expend for use of such a center, indicate how you and your institution might be able to financially support the services:

		Yes	No	Possible
25.	an annual institutional user fee	☐	☐	☐
26.	a direct services fee	☐	☐	☐
27.	purchase writtern materials, videotapes, etc.	☐	☐	☐
28.	travel to attend workshops, inservices, conferences	☐	☐	☐
29.	individual counselors personally pay for services	☐	☐	☐
30.	provide mini-grants for staff to participate in center, workshops, seminars, projects, etc.	☐	☐	☐
31.	provide for staff release time to participate in center activities	☐	☐	☐

Comments regarding TRAINING AND DEVELOPMENT CENTER, Feasibility and Projected Use:

PROFILE DATA—PERSONAL

1. Your Primary position
   - _____ (1) Vocational Director
   - _____ (2) Occupational Dean
   - _____ (3) Counseling Director
   - _____ (4) Placement Director
   - _____ (5) Building Principal
   - _____ (6) CEPD Coordinator
   - _____ (5) Other _____

2. Level
   - _____ (1) High School
   - _____ (2) Area Center
   - _____ (3) Community College
   - _____ (4) Adult Education
   - _____ (5) Other _____

3. Age
   - _____ (1) Under 25
   - _____ (2) 25–35
   - _____ (3) 36–45
   - _____ (4) 46–55
   - _____ (5) Over 55

4. Sex
   - _____ (1) Female
   - _____ (2) Male

5. Highest Degree
   - _____ (1) High School Diploma
   - _____ (2) Associates
   - _____ (3) Bachelor
   - _____ (4) Masters
   - _____ (5) Ed. Specialist
   - _____ (6) Doctorate

How are the professional development needs of your staff being met? (check all that apply)

_____ 6. Local meetings/contacts

_____ 7. Local/regional workshops

_____ 8. Informally through fellow colleagues (*i.e.* phone calls, etc.)

_____ 9. Independent research

_____ 10. University-sponsored workshops

_____ 11. University coursework

_____ 12. Professional organization conferences

_____ 13. Other: _____

_____

PROFILE DATA—INSTITUTION

14. Total number of pupils in district which you work: _____

Indicate staffing in your institution by listing the number of personnel providing guidance, placement and career resource services. Record your numbers in the spaces provided:

	Career/ Vocational Guidance	Placement	Career Resource Specialists
Professional			
(1) Full-time (half time or more)	15. _____	16. _____	17. _____
(2) Part-time (less than half time)	18. _____	19. _____	20. _____
Paraprofessional			
(1) Full-time (half time or more)	21. _____	22. _____	23. _____
(2) Part-time (less than half time)	24. _____	25. _____	26. _____
Clerical			
(1) Full-time (half time or more)	27. _____	28. _____	29. _____
(2) Part-time (less than half time)	30. _____	31. _____	32. _____

Funding Sources: Check all appropriate funding sources for program services and personnel in career/ vocational counseling and job placement.

_____ 33. Local District Operational Funds
_____ 34. Reimbursed State Funding
_____ 35. Vocational Professional Development
_____ 36. Added Cost
_____ 37. Adult/Continuing Education
_____ 38. JTPA
_____ 39. Other _____

Use this space for any COMMENTS you wish to make regarding this survey.

Thank you.

Please return this **survey in the self-addressed envelope** to Ferris State College. Forward the **postcard to your CEPD Director.**

Deadline for return of this survey is **April 18, 1986.**

Vocational Education Counseling and Placement Services

STATEWIDE SURVEY

Guidance, Counseling, and Placement Services

Counselor

PRIORITY PROFILE

The following is a list of items that may enable you to do a better job. Place a check in the column that indicates the priority you place on each item as a possible solution to the career guidance and counseling needs of student in your institution.	HIGH PRIORITY	LOW PRIORITY	NOT A PRIORITY
1. Additional career/vocational counseling professional personnel			
2. Additional professional personnel in placement			
3. Additional career resource center professional personnel			
4. Additional special needs professional personnel			
5. Availability of resource personnel (*i.e.*, school psychologist, social workers, etc.)			
6. Additional clerical or other paraprofessional help			
7. Smaller counselor/student ratio			
8. Additional nonschool resources (*i.e.*, greater business and industry involvement and accessibility to funding sources, such as JTPA)			
9. Additional inservice training or other professional growth (for example, workshops and seminars on career assessment tools, liability in placement, etc.)			
10. Written materials including new, innovative, and/or successful models and project ideas in Michigan			
11. Microcomputer technology as it relates to guidance and placement			
12. Increased guidance/placement program development (develop, implement, manage, and evaluate program delivery)			

PERCEIVED NEEDS PROFILE

Classify your strengths and weaknesses on the following tasks by placing a check in the column that you believe best represents your career counselor, placement, and career resource center programs.	STRENGTH No Improvement Needed	WEAKNESS Improvement Needed	NOT RELEVANT TO OUR PROGRAM
13. Program Planning & Course Selection			
14. Career/Vocational counseling (career awareness, exploration, and decision-making)			
15. Interpersonal counseling (assisting client relationships with self and others)			
16. Group Processes (group counseling and information dissemination via group meetings)			
17. Assessment (organization of testing program, test interpretation, etc.)			
18. Work with special needs populations (including handicapped, disadvantaged, displaced homemakers, potential dropouts, etc.)			
19. Teacher Consultation (effectively involving the teacher in your process)			
20. Personal Strengths Appraisal (determining characteristics, behavior pattern, or interests, aptitudes, achievements)			
21. Information and Referral (awareness and use of community referral information and resources)			
22. Educational Counseling (placement into further educational settings)			
23. Placement into World of Work (including kind of work and methods of training required)			
24. Guidance Program Development (develop, implement, manage, and evaluate program delivery)			

The following list represents specific activities that may be expected to be carried on under a career/vocational guidance program. Please place a check in the column that best represents your perceptions of the quality of the activities being performed in your school or institution.	Strength of our Program	Doing Adequate/Appropriate Job	Currently Inadequately Done	Non-Existent—Needs to be Done	No Opinion	Not Relevant	No Improvement Needed	Improvement Needed	Not Appropriate
25. provide faculty and appropriate staff with units of information which can be used for advising students.									
26. provide written information to students about program requirements and course sequencing to meet certificate, and degree requirements.									
27. provide opportunities for students to gain experience in developing employability skills including completing job applications/resumes and interviewing.									
28. provide students with self-assessment opportunities for improved self understanding.									
29. provide group sessions for students to enhance social skills and social consciousness.									
30. provide intervention experiences (seminars, workshops, classroom presentations, etc.) for students to improve attendance, promptness, and completion of tasks as well as to develop assertiveness and time management skills.									
31. provide current materials in a career information center.									
32. provide students with opportunities to participate in individual or group experiences and learn the process of goal setting and to actually set short- and long-term goals.									
33. maintain a current student job applications file, employer and job bank file.									
34. receive and develop a close familiarity with the postsecondary catalogs and printed materials, and are knowledgeable of steps required for entrance in appropriate schools.									
35. may be a consultant for existing curriculum and in developing new curriculum.									
36. provide postemployment consultation services to employed students and clients requiring improved work habits, vocational skill upgrading or retraining.									
37. give assistance to students, parents, faculty, other personnel and agencies by coordinating referral services.									
38. provide services to assist in individual career and life planning to special needs populations (displaced homemakers, handicapped, disadvantaged, the individual making mid-life career changes, etc.)									
39. maintain an up-to-date listing of referral sources available within the community for special needs populations.									
40. are familiar with internal institutional/educational programs and resources available for referral or assistance.									
41. provide assistance to students to initiate meetings with faculty to resolve problems and gather information.									
42. actively participate in and assist in staff meetings and other school/institutional committees in new educational planning and campus activities.									

The following list represents specific activities that may be expected to be carried on under a career/vocational guidance program. Please place a check in the column that best represents your perceptions of the quality of the activities being performed in your school or institution.	Strength of our Program	Doing Adequate/Appropriate Job	Currently Inadequately Done	Non-Existent—Needs to be Done	No Opinion	Not Relevant
	No Improvement Needed		Improvement Needed		Not Appropriate	
43. assist in identification of students having special needs.						
44. provide written information, tours, and orientation programs to explain availability of vocational programs.						
45. identify and locate job openings within the community and local area.						
46. identify individual students with learning difficulties.						
47. help individuals identify and analyze achievements as transferable job-related skills.						
48. screen student job applicants for identified openings with area employers.						
49. make students aware of business, military, labor and industry information.						
50. coordinate the collection and dissemination of labor market information as well as demands of the changing work world.						
51. develop an individual educational and placement (E.D.P.) plan for each participant, including those with special needs.						
52. provide opportunities for students to inventory and/or test interests, aptitudes and other components necessary for career/life information and planning.						
53. provide students an opportunity to sample vocational training prior to placement (scheduling).						
54. establish collaborative relationships with business and other community groups.						
55. assist students in obtaining career exploration experiences in the community (*i.e.*, work experiences, job shadowing, etc.)						
56. develop and implement a guidance program.						
57. develop and implement a placement program.						
58. manage and evaluate a guidance program.						
59. manage and evaluate a placement program.						
60. conduct a needs assessment to determine guidance program needs.						
61. conduct a needs assessment to determine placement program needs.						
62. handle special student/client personal problems (*e.g.*, divorce, physical and substance abuse, teenage pregnancy, etc.)						
63. Guidance and counseling personnel at our school have periodic on-site exposure with local business and industry (*i.e.*, scheduled visits, tours, orientation programs).						

Use this space for any comments you wish to make regarding items 25–63.

Training and Development Center
Feasibility and Projected Use

Potential services of a training and development center are cited below. Check those of most interest or use to you.

I would use or have an interest in:

Yes	No		
☐	☐	1.	Local on-site technical assistance
☐	☐	2.	Local or regional inservices, workshops, seminars
☐	☐	3.	Listing of information, resources, and resource personnel that have received positive recommendations from the field
☐	☐	4.	Guides to successful Michigan and national guidance/placement/career center projects and contact persons
☐	☐	5.	Monthly newsletter incorporating reviews of new ideas, programs, software; timely articles, appropriate literature reviews, scheduled professional conferences, inservices, etc.
☐	☐	6.	Statewide personnel and professional organization directory
☐	☐	7.	Watts line service accessing the training and development center
☐	☐	8.	Individualized self-instructional modules
☐	☐	9.	Telecommunication programming or microcomputer networking
☐	☐	10.	A statewide conference
☐	☐	11.	Inservices, workshops, seminars at a training and development center
☐	☐	12.	Professional organization conferences/training programs
☐	☐	13.	Teleconferences
☐	☐	14.	Interactive video conferences
☐	☐	15.	Videotape presentations with mail checkout
☐	☐	16.	Resource materials checkout via mail
☐	☐	17.	College/university courses
☐	☐	18.	Participating in development of research projects
☐	☐	19.	Obtaining results of research projects
☐	☐	20.	Establishing computerized linkage to resources
☐	☐	21.	Developed guidelines for successful guidance programs
☐	☐	22.	Other _____

_____

Training and Development Center
Feasibility and Projected Use

23. Given the potential services listed on the previous page, do you believe there is a need for a training and development center?

    _____ (1) Yes

    _____ (2) No

24. Given the potential services listed on the previous page, would you and/or your institution **use** a training and development center?

    _____ (1) Yes

    _____ (2) No

Assuming you, as a counselor, were interested in materials and services and had a budget to expend for use of such a center, indicate how you and your institution might be able to financially support the services:

		Yes	No	Possible
25.	an annual institutional user fee	☐	☐	☐
26.	a direct services fee	☐	☐	☐
27.	purchase writtern materials, videotapes, etc.	☐	☐	☐
28.	travel to attend workshops, inservices, conferences	☐	☐	☐
29.	individual counselors personally pay for services	☐	☐	☐

Comments regarding TRAINING AND DEVELOPMENT CENTER, Feasibility and Projected Use:

PROFILE DATA—PERSONAL

1. Your Primary position
   - _____ (1) Guidance/Vocational Counselor
   - _____ (2) Placement Specialist/Director
   - _____ (3) Career Resource Specialist (disseminates career information)
   - _____ (4) Special Needs Counselor
   - _____ (5) Other _____

2. Level
   - _____ (1) High School
   - _____ (2) Area Center
   - _____ (3) Community College
   - _____ (4) Adult Education
   - _____ (5) Other _____

3. Age
   - _____ (1) Under 25
   - _____ (2) 25–35
   - _____ (3) 36–45
   - _____ (4) 46–55
   - _____ (5) Over 55

4. Sex
   - _____ (1) Female
   - _____ (2) Male

5. Highest Degree
   - _____ (1) High School Diploma
   - _____ (2) Associates
   - _____ (3) Bachelor
   - _____ (4) Masters
   - _____ (5) Ed. Specialist
   - _____ (6) Doctorate

6. Primary Area of Specialization
   - _____ (1) Guidance & Counseling
   - _____ (2) Special Education
   - _____ (3) Vocational Education
   - _____ (4) Secondary Education
   - _____ (5) Other _____

7. Number of years since last college course:
   - _____ (1) Currently enrolled
   - _____ (2) Less than 1 year
   - _____ (3) 1–4 years
   - _____ (4) More than 5 years

8. Number of years classroom teaching experience (if appropriate):
   - _____ (1) No classroom teaching experience
   - _____ (2) Less than 1 year
   - _____ (3) 1–2 years
   - _____ (4) 3–4 years
   - _____ (5) 5–8 years
   - _____ (6) More than 9 years

PROFILE DATA—PERSONAL

9. Number of years experience in your present role:
   _____ (1) Less than 1 year
   _____ (2) 1–3 years
   _____ (3) 4–5 years
   _____ (4) 6–8 years
   _____ (5) More than 9 years

10. Do you belong to a local or state or national professional association related to your present position?
   _____ (1) No
   _____ (2) Yes If yes, check all that apply:
   - ☐ (AVA) American Vocational Association
   - ☐ (AACD) American Association for Counseling and Development
   - ☐ (NACD) National Association for Career Development (formerly NVGA)
   - ☐ (MACD) Michigan Association for Counseling and Development
   - ☐ (MVGA) Michigan Vocational Guidance Association
   - ☐ (MOEA) Michigan Occupational Education Association
   - ☐ (MOVGA) Michigan Vocational Occupational Guidance Association
   - ☐ (MASPP) Michigan Association of School Placement Personnel
   - ☐ Others (please list)

   _____

   _____

   _____ (3) No appropriate association available

11. Do you carry any counseling certification?
   _____ (1) No
   _____ (2) Yes If yes, check all that apply:
   - ☐ N.C.C. (National Certified Counselor)
   - ☐ N.C.C.C. (National Certified Career Counselor)
   - ☐ C.R.C. (Certified Rehabilitation Counselor)
   - ☐ Others (please list)

   _____

   _____

12. Number of students you are responsible for:
   _____ (1) 0–300
   _____ (2) 301–400
   _____ (3) 401–500
   _____ (4) 501–600
   _____ (5) 601 and up

How are your current professional development needs being met? (check all that apply)

_____ 13. Local meetings/contacts
_____ 14. Local/regional workshops
_____ 15. Informally through fellow colleagues (*i.e.* phone calls, etc.)
_____ 16. Independent research
_____ 17. University-sponsored workshops
_____ 18. University coursework
_____ 19. Professional organization conferences
_____ 20. Other: _____

Use this space for any COMMENTS you wish to make regarding this survey.

Thank you.

Please return this **survey in the self-addressed envelope** to Ferris State College. Forward the **postcard to your CEPD Director.**

Deadline for return of this survey is **April 18, 1986.**

Vocational Education Counseling and Placement Services

STATEWIDE SURVEY

Guidance, Counseling, and Placement Services

Placement Personnel

PRIORITY PROFILE

The following is a list of items that may enable you to do a better job. Place a check in the column that indicates the priority you place on each item as a possible solution to the career guidance, placement and counseling needs of students in your institution.	HIGH PRIORITY	LOW PRIORITY	NOT A PRIORITY
1. Additional career/vocational counseling professional personnel			
2. Additional professional personnel in placement			
3. Additional career resource center professional personnel			
4. Additional special needs professional personnel			
5. Availability of resource personnel (*i.e.*, school psychologist, social workers, etc.)			
6. Additional clerical or other paraprofessional help			
7. Smaller counselor/student ratio			
8. Additional nonschool resources (*i.e.*, greater business and industry involvement and accessibility to funding sources, such as JTPA)			
9. Additional inservice training or other professional growth (for example, workshops and seminars on career assessment tools, liability in placement, etc.)			
10. Written materials including new, innovative, and/or successful models and project ideas in Michigan			
11. Microcomputer technology as it relates to guidance and placement			
12. Increased guidance/placement program development (develop, implement, manage, and evaluate program delivery)			

The following list represents specific activities that may be expected to be carried on under a career guidance and placement program. Please place a check in the column that best represents your perceptions of the quality of the activities being performed in your school or institution.	Strength of our Program	Doing Adequate/Appropriate Job	Currently Inadequately Done	Non-Existent—Needs to be Done	No Opinion	Not Relevant
	No Improvement Needed		Improvement Needed		Not Appropriate	
13. provide written information to students about program requirements and course sequencing to meet certificate, and degree requirements.						
14. provide opportunities for students to gain experience in developing employability skills including completing job applications/resumes and interviewing.						
15. provide intervention experiences (seminars, workshops, classroom presentations, etc.) for students to improve attendance, promptness, and completion of tasks as well as to develop assertiveness and time management skills.						
16. provide current materials in a career information center.						
17. provide students with opportunities to participate in individual or group experiences and learn the process of goal setting and to actually set short- and long-term goals.						
18. maintain a current student job applications file, employer and job bank file.						
19. receive and develop a close familiarity with the postsecondary catalogs and printed materials, and are knowledgeable of steps required for entrance in appropriate schools.						
20. provide postemployment consultation services to employed students and clients requiring improved work habits, vocational skill upgrading or retraining.						
21. are familiar with internal institutional/educational programs and resources available for referral or assistance.						
22. actively participate in and assist in staff meetings and other school/institutional committees in new educational planning and campus activities.						
23. provide written information, tours, and orientation programs to explain availability of vocational programs.						
24. identify and locate job openings within the community and local area.						
25. help individuals identify and analyze achievements as transferable work-related skills.						
26. screen student job applicants for identified openings with area employers.						

The following list represents specific activities that may be expected to be carried on under a career guidance and placement program. Please place a check in the column that best represents your perceptions of the quality of the activities being performed in your school or institution.	No Improvement Needed		Improvement Needed		Not Appropriate	
	Strength of our Program	Doing Adequate/Appropriate Job	Currently Inadequately Done	Non-Existent—Needs to be Done	No Opinion	Not Relevant
27. make students aware of business, military, labor and industry information.						
28. coordinate the collection and dissemination of labor market information as well as demands of the changing work world.						
29. establish collaborative relationships with business and other community groups.						
30. assist students in obtaining career exploration experiences in the community (*i.e.*, work experiences, job shadowing, etc.)						
31. develop and implement a placement program.						
32. manage and evaluate a placement program.						
33. conduct a needs assessment to determine placement program needs.						
34. placement personnel at our school have periodic on-site exposure with local business and industry (*i.e.*, scheduled visits, tours, orientation programs).						

Use this space for any comments you wish to make regarding items 13–34.

Training and Development Center
Feasibility and Projected Use

Potential services of a training and development center are cited below. Check those of most interest or use to you.

I would use or have an interest in:

Yes	No		
☐	☐	1.	Local on-site technical assistance
☐	☐	2.	Local or regional inservices, workshops, seminars
☐	☐	3.	Listing of information, resources, and resource personnel that have received positive recommendations from the field
☐	☐	4.	Guides to successful Michigan and national guidance/placement/career center projects and contact persons
☐	☐	5.	Monthly newsletter incorporating reviews of new ideas, programs, software; timely articles, appropriate literature reviews, scheduled professional conferences, inservices, etc.
☐	☐	6.	Statewide personnel and professional organization directory
☐	☐	7.	Watts line service accessing the training and development center
☐	☐	8.	Individualized self-instructional modules
☐	☐	9.	Telecommunication programming or microcomputer networking
☐	☐	10.	A statewide conference
☐	☐	11.	Inservices, workshops, seminars at a training and development center
☐	☐	12.	Professional organization conferences/training programs
☐	☐	13.	Teleconferences
☐	☐	14.	Interactive video conferences
☐	☐	15.	Videotape presentations with mail checkout
☐	☐	16.	Resource materials checkout via mail
☐	☐	17.	College/university courses
☐	☐	18.	Participating in development of research projects
☐	☐	19.	Obtaining results of research projects
☐	☐	20.	Establishing computerized linkage to resources
☐	☐	21.	Developed guidelines for successful guidance programs
☐	☐	22.	Other _____

Training and Development Center
Feasibility and Projected Use

23. Given the potential services listed on the previous page, do you believe there is a need for a training and development center?

    _____ (1) Yes

    _____ (2) No

24. Given the potential services listed on the previous page, would you and/or your institution **use** a training and development center?

    _____ (1) Yes

    _____ (2) No

Assuming you, as a placement service provider, were interested in materials and services and had a budget to expend for use of such a center, indicate how you and your institution might be able to financially support the services:

		Yes	No	Possible
25.	an annual institutional user fee	☐	☐	☐
26.	a direct services fee	☐	☐	☐
27.	purchase writtern materials, videotapes, etc.	☐	☐	☐
28.	travel to attend workshops, inservices, conferences	☐	☐	☐
29.	individually pay for services	☐	☐	☐

Comments regarding TRAINING AND DEVELOPMENT CENTER, Feasibility and Projected Use:

PROFILE DATA—PERSONAL

1. Your Primary position
   _____ (1) Placement Service Provider
   _____ (2) Placement Administrator
   _____ (3) Guidance/Vocational Counselor
   _____ (4) Other _____

2. Level
   _____ (1) High School
   _____ (2) Area Center
   _____ (3) Community College
   _____ (4) Adult Education
   _____ (5) Other _____

3. Age
   _____ (1) Under 25
   _____ (2) 25–35
   _____ (3) 36–45
   _____ (4) 46–55
   _____ (5) Over 55

4. Sex
   _____ (1) Female
   _____ (2) Male

5. Highest Degree
   _____ (1) High School Diploma
   _____ (2) Associates
   _____ (3) Bachelor
   _____ (4) Masters
   _____ (5) Ed. Specialist
   _____ (6) Doctorate

6. Subject Area of Specialization
   _____ (1) Guidance & Counseling
   _____ (2) Special Education
   _____ (3) Vocational Education
   _____ (4) Secondary Education
   _____ (5) Other _____

7. Number of years since last college course:
   _____ (1) Currently enrolled
   _____ (2) Less than 1 year
   _____ (3) 1–4 years
   _____ (4) More than 5 years

8. Number of years classroom teaching experience (if appropriate):
   _____ (1) No classroom teaching experience
   _____ (2) Less than 1 year
   _____ (3) 1–2 years
   _____ (4) 3–4 years
   _____ (5) 5–8 years
   _____ (6) More than 9 years

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PROFILE DATA—PERSONAL

9. Number of years experience in your present role:

_____ (1) Less than 1 year
_____ (2) 1–3 years
_____ (3) 4–5 years
_____ (4) 6–8 years
_____ (5) More than 9 years

10. Do you belong to a local or state or national professional association related to your present position?

_____ (1) No
_____ (2) Yes If yes, list:

_____
_____
_____
_____

_____ (3) No appropriate association available

11. Number of students you are responsible for:

_____ (1) 0–300
_____ (2) 301–400
_____ (3) 401–500
_____ (4) 501-600
_____ (5) 601 and up

How are your current professional development needs being met? (check all that apply)

_____ 13. Local meetings/contacts
_____ 14. Local/regional workshops
_____ 15. Informally through fellow colleagues (*i.e.* phone calls, etc.)
_____ 16. Independent research
_____ 17. University-sponsored workshops
_____ 18. University coursework
_____ 19. Professional organization conferences
_____ 20. Other: _____
_____

Use this space for any COMMENTS you wish to make regarding this survey.

Thank you.

Please return this **survey in the self-addressed envelope** to Ferris State College. Forward the **postcard to your CEPD Director.**

Deadline for return of this survey is **April 18, 1986.**

Vocational Education Counseling and Placement Services

STATEWIDE SURVEY

Guidance, Counseling, and Placement Services

Career Resource Center Personnel

PRIORITY PROFILE

The following is a list of items that may enable you to do a better job. Place a check in the column that indicates the priority you place on each item as a possible solution to the career guidance and counseling needs of students in your institution.	HIGH PRIORITY	LOW PRIORITY	NOT A PRIORITY
1. Additional career/vocational counseling professional personnel			
2. Additional professional personnel in placement			
3. Additional career resource center professional personnel			
4. Additional special needs professional personnel			
5. Availability of resource personnel (*i.e.*, school psychologist, social workers, etc.)			
6. Additional clerical or other paraprofessional help			
7. Smaller counselor/student ratio			
8. Additional nonschool resources (*i.e.*, greater business and industry involvement and accessibility to funding sources, such as JTPA)			
9. Additional inservice training or other professional growth (for example, workshops and seminars on career assessment tools, liability in placement, etc.)			
10. Written materials including new, innovative, and/or successful models and project ideas in Michigan			
11. Microcomputer technology as it relates to guidance and placement			
12. Increased guidance/placement program development (develop, implement, manage, and evaluate program delivery)			

The following list represents specific activities that may be expected to be carried on under a career/vocational guidance program. Please place a check in the column that best represents your perceptions of the quality of the activities being performed in your school or institution.	Strength of our Program	Doing Adequate/Appropriate Job	No Improvement Needed	Currently Inadequately Done	Improvement Needed	Non-Existent—Needs to be Done	Not Appropriate	No Opinion	Not Relevant
13. provide opportunities for students to gain experience in developing employability skills including completing job applications/resumes and interviewing.									
14. provide current materials in a career information center.									
15. maintain a current student job applications file, employer and job bank file.									
16. receive and develop a close familiarity with the postsecondary catalogs and printed materials, and are knowledgeable of steps required for entrance to appropriate schools.									
17. may be a consultant for existing curriculum and in developing new curriculum.									
18. actively participate in and assist in staff meetings and other school/institutional committees in new educational planning and campus activities.									
19. identify and locate job openings within the community and local area.									
20. make students aware of business, military, labor and industry information.									
21. coordinate the collection and dissemination of labor market information as well as demands of the changing work world.									
22. establish collaborative relationships with business and other community groups.									
23. assist students in obtaining career exploration experiences in the community (*i.e.*, work experiences, job shadowing, etc.)									
24. guidance personnel at our school have periodic on-site exposure with local business and industry (*i.e.*, scheduled visits, tours, orientation visits, etc.)									
25. provide workshops and seminars related to career development, decision-making, life planning, etc.									
26. develop, disseminate, and revise career planning materials for use in workshops.									
27. provide computerized guidance programs (*i.e.*, career information, assessment, explanation, etc.)									

Use this space for any comments you wish to make regarding items 13–27.

Training and Development Center
Feasibility and Projected Use

Potential services of a training and development center are cited below. Check those of most interest or use to you.

I would use or have an interest in:

Yes	No		
☐	☐	1.	Local on-site technical assistance
☐	☐	2.	Local or regional inservices, workshops, seminars
☐	☐	3.	Listing of information, resources, and resource personnel that have received positive recommendations from the field
☐	☐	4.	Guides to successful Michigan and national guidance/placement/career center projects and contact persons
☐	☐	5.	Monthly newsletter incorporating reviews of new ideas, programs, software; timely articles, appropriate literature reviews, scheduled professional conferences, inservices, etc.
☐	☐	6.	Statewide personnel and professional organization directory
☐	☐	7.	Watts line service accessing the training and development center
☐	☐	8.	Individualized self-instructional modules
☐	☐	9.	Telecommunication programming or microcomputer networking
☐	☐	10.	A statewide conference
☐	☐	11.	Inservices, workshops, seminars at a training and development center
☐	☐	12.	Professional organization conferences/training programs
☐	☐	13.	Teleconferences
☐	☐	14.	Interactive video conferences
☐	☐	15.	Videotape presentations with mail checkout
☐	☐	16.	Resource materials checkout via mail
☐	☐	17.	College/university courses
☐	☐	18.	Participating in development of research projects
☐	☐	19.	Obtaining results of research projects
☐	☐	20.	Establishing computerized linkage to resources
☐	☐	21.	Developed guidelines for successful guidance programs
☐	☐	22.	Other _____

Comments regarding TRAINING AND DEVELOPMENT CENTER, Feasibility and Projected Use:

Training and Development Center
Feasibility and Projected Use

23. Given the potential services listed on the previous page, do you believe there is a need for a training and development center?

    _____ (1) Yes

    _____ (2) No

24. Given the potential services listed on the previous page, would you and/or your institution **use** a training and development center?

    _____ (1) Yes

    _____ (2) No

Assuming you, as a career resource center person, were interested in materials and services and had a budget to expend for use of such a center, indicate how you and your institution might be able to financially support the services:

		Yes	No	Possible
25.	an annual institutional user fee	☐	☐	☐
26.	a direct services fee	☐	☐	☐
27.	purchase writtern materials, videotapes, etc.	☐	☐	☐
28.	travel to attend workshops, inservices, conferences	☐	☐	☐
29.	individually pay for services	☐	☐	☐

Comments regarding TRAINING AND DEVELOPMENT CENTER, Feasibility and Projected Use:

PROFILE DATA—PERSONAL

1. Your Primary position
   - _____ (1) Guidance/Vocational Counselor
   - _____ (2) Placement Specialist/Director
   - _____ (3) Career Resource Specialist (disseminates career information)
   - _____ (5) Other _____

2. Level
   - _____ (1) High School
   - _____ (2) Area Center
   - _____ (3) Community College
   - _____ (4) Adult Education
   - _____ (5) Other _____

3. Age
   - _____ (1) Under 25
   - _____ (2) 25–35
   - _____ (3) 36–45
   - _____ (4) 46–55
   - _____ (5) Over 55

4. Sex
   - _____ (1) Female
   - _____ (2) Male

5. Highest Degree
   - _____ (1) High School Diploma
   - _____ (2) Associates
   - _____ (3) Bachelor
   - _____ (4) Masters
   - _____ (5) Ed. Specialist
   - _____ (6) Doctorate

6. Subject Area of Specialization
   - _____ (1) Guidance & Counseling
   - _____ (2) Special Education
   - _____ (3) Vocational Education
   - _____ (4) Secondary Education
   - _____ (5) Other _____

7. Number of years since last college course:
   - _____ (1) Currently enrolled
   - _____ (2) Less than 1 year
   - _____ (3) 1–4 years
   - _____ (4) More than 5 years

8. Number of years classroom teaching experience (if appropriate):
   - _____ (1) No classroom teaching experience
   - _____ (2) Less than 1 year
   - _____ (3) 1–2 years
   - _____ (4) 3–4 years
   - _____ (5) 5–8 years
   - _____ (6) More than 9 years

PROFILE DATA—PERSONAL

9. Number of years experience in your present role:

_____ (1) Less than 1 year
_____ (2) 1–3 years
_____ (3) 4–5 years
_____ (4) 6–8 years
_____ (5) More than 9 years

10. Do you belong to a local or state or national professional association related to your present position?

_____ (1) No
_____ (2) Yes If yes, list:

_____
_____
_____
_____

_____ (3) No appropriate association available

11. Number of students you are responsible for:

_____ (1) 0–300
_____ (2) 301–400
_____ (3) 401–500
_____ (4) 501-600
_____ (5) 601 and up

How are your current professional development needs being met? (check all that apply)

_____ 13. Local meetings/contacts
_____ 14. Local/regional workshops
_____ 15. Informally through fellow colleagues (*i.e.* phone calls, etc.)
_____ 16. Independent research
_____ 17. University-sponsored workshops
_____ 18. University coursework
_____ 19. Professional organization conferences
_____ 20. Other: _____

_____

Use this space for any COMMENTS you wish to make regarding this survey.

Thank you.

Please return this **survey in the self-addressed envelope** to Ferris State College. Forward the **postcard to your CEPD Director.**

Deadline for return of this survey is **April 18, 1986.**

APPENDIX B

Advisory Committee

VOCATIONAL EDUCATION COUNSELING AND PLACEMENT SERVICES
(VECAPS)

Project Advisory Committee

NAME/ADDRESS	TELEPHONE	AREA REPRESENTED
Walter Anderson Counseling Department Rockford High School Rockford, MI 49341	(616) 866-1544	Secondary Counseling
Gertrude Bonaparte Guidance Consultant Vocational-Technical Education Service P.O. Box 30009 Lansing, MI 48909	(517) 335-0351	Michigan Department of Education
Tony Ebli Marquette Alger I.S.D. 427 W. College Marquette, MI 49855	(906) 228-9400	Guidance and Placement
Jean Farrington TBA Career Tech Center 880 Parsons Road Traverse City, MI 49684	(616) 922-6279	Michigan Association of School Placement Personnel
Fred Fensel 1412 Stoney Pointe Drive Lansing, MI 48917	(517) 332-1291	Business/Industry
Dr. Jane Goodman Oakland University Continuum Center Rochester, MI 48063	(313) 370-3033	Michigan Career Development
Dr. Bruce Grow Community College Services Unit Michigan Department of Education Box 30008 Lansing, MI 48909	(517) 373-3362	Michigan Department of Education
Dr. Richard Hawkins Assistant Dean School of Education Ferris State College Big Rapids, MI 49307	(616) 796-0461 X5620	
Charles Lemson Mecosta Osceola Career Center 190th Avenue Big Rapids, MI 49307	(616) 796-5805	Special Needs Programs/ Population

Elias Lumpkins Grand Rapids Junior College 143 Bostwick, N.E. Grand Rapids, MI 49503	(616) 456-4803	Community College Student Services
Tom Murray G.M. Rochester Division 2100 Burlingame, S.W. Grand Rapids, MI 49501-2167	(616) 247-5066	Business/Industry
Phil Pfannenstiel Sault Area Skill Center 1 Educational Plaza Sault Ste. Marie, MI 48783	(906) 635-6600 X 228	Employment Services Placement Director
Esta Stover Reed City Elementary School West Lincoln Street Reed City, MI 49677	(616) 832-5548	Elementary Counseling
Sylvia Stull Lewis Cass I.S.D. 53253 M-62 Cassopolis, MI 49031	(616) 782-2174	Michigan Vocational and Occupational Guidance Association
Richard Thompson V.P. for Academic Affairs Oakland Community College 2480 Opdyke Road Bloomfield Hills, MI 48016	(313) 540-1500	Michigan Personnel and Guidance Association
Celia Washington Michigan Employment Security Commission 7310 Woodward, Room 419 Detroit, MI 48202	(313) 876-5302	Michigan Employment Security Commission
Cindy Weber Midland I.S.D. 1613 Eastlawn Midland, MI 48640	(517) 631-5890	Placement Consultant
Dr. Chris Zichterman Kellogg Community College 450 North Avenue Battle Creek, MI 49017	(616) 965-3931	Community College
David S. Zurvalec Michigan Manufacturers Assoc. 124 E. Kalamazoo Lansing, MI 48933	(517) 372-5900	Business/Industry

John Backstrom - Project Director Jill DeMull - Project Coordinator
Bea Mulcahy - Project Assistant

APPENDIX C

Field Review Team

FIELD REVIEW PARTICIPANTS

	AREA REPRESENTED
Loren Anderson Mt. Pleasant Schools 1155 South Elizabeth Mt. Pleasant, MI 48858	Michigan Career Development Association
Gertrude Bonaparte Guidance Consultant Vocational-Technical Education Service Box 30009 Lansing, MI 48909	Michigan Department of Education
Dr. James Hanneman Oakland Schools 2100 Pontiac Lake Road Pontiac, MI 48054	Vocational Administration
Dr. Rebbie Kingston Supervisor for Career Guidance Detroit Public Schools School Center Building Suite 630 5057 Woodward Avenue Detroit, MI 48203	Career Guidance Supervision
Elizabeth Leopold Career Center Coordinator Adams High School 3200 W. Tienken Road Rochester, MI 48064	Career Resource Personnel
Gene Lewis Northwest Oakland Vocational Center 8211 Big Lake Road Clarkston, MI 48016	Michigan Occupational Special Needs Association
Mr. Gordon M. Smith Placement Coordinator Genesee Intermediate School District 2413 W. Maple Avenue Flint, MI 48507	Michigan Association of School Placement Personnel
James Stiles 3818 Churchill Avenue Lansing, MI 48910	Counselor Harry Hill Academic and Vocational School-Lansing
Dr. John Waidley Counseling Department Eastern Michigan University 13 Boone Hall Ypsilanti, MI 48197	Counselor Education

Sylvia Walworth
P.O. Box 133
Gross Ile, MI 48138

Mr. John Webber
School Craft Community College
18600 Haggerty Road
Livonia, MI 48152

Michigan Association for
Counseling and Development

Community College

APPENDIX D

Career Education Planning Districts

CAREER EDUCATION PLANNING DISTRICTS

APPENDIX E

Survey Instructions and Letter to Respondents

Ferris State College

Center for Occupational Education

School of Education • Big Rapids, MI 49307 • (616) 796-0461, ext. 5711

Vocational Education Counseling and Placement Services

March 14, 1986

Dear Colleague:

Your school has been selected to participate in an important study to collect statewide information on guidance, counseling and placement services being offered to secondary students in Michigan. Your participation in the needs assessment component of this study shall have impact on identifying professional development needs, strategies and recommendations for long-term personnel development.

Our project, Vocational Education Counseling and Placement Services (VECAPS) funded through a grant from the State Board of Education at Ferris State College is responsible for conducting this study.

Attached you will find a questionnaire for your completion. On the questionnaire, we have listed characteristics of guidance that we feel are common to most student support programs (i.e. guidance, placement, career resource centers). We realize that certain characteristics will not exist at all grade levels or in individual school situations. You can only judge the strength or weakness of a characteristic if it exists in your program, but you can give an opinion to the importance of such a characteristic even though that characteristic may not be common to your program. Please be frank, because your answers are a very good indication of the need for improvement.

Please return the completed questionnaire in the attached self addressed envelope to Ferris State College. We would like the questionnaire to be completed and returned by April 18. Your response to the questionnaire will be confidential.

If you desire additional information or have any questions or comments, please feel free to contact us at 1-800-372-6233 or 1-616-796-0461, extension 5711. Thank you for your cooperation in this important endeavor.

Sincerely,

John C. Backstrom
Director

Scott D. Whitener, Phd.
Associate Dean and Director
Center for Occupational Education

JCB/bhm

Enclosure

INSTRUCTIONS
FOR
SURVEY RESPONDENTS

1. Please set aside 15-20 minutes of time to respond to the questionnaire. Each section needs a well-considered report of reactions.

2. Use either a soft-lead pencil or pen. Make solid marks and clean erasures.

3. Demographic items are located at the end of the questionnaire.

4. Comments are invited on the questionnaire.

5. Return the questionnaire in the self-addressed envelope to Ferris State College.

6. Please do this by Friday, April 18.

APPENDIX F

Postcard Response to CEPD Coordinators

CEPD Coordinator
2650 E. Beltline, S.E.
Grand Rapids, MI 49506

VECAPS Guidance and Placement Survey

I have completed and forwarded to
FERRIS STATE COLLEGE,
the following survey:

_____ADMINISTRATOR

_____COUNSELOR

_____PLACEMENT

_____CAREER RESOURCE

Name: _____

APPENDIX G

Letter to CEPD Coordinators

Ferris State College

Center for Occupational Education

School of Education • Big Rapids, MI 49307 • (616) 796-0461, ext. 5711

Vocational Education Counseling and Placement Services

March 20, 1986

Mr. Larry Mann
Alpena Public Schools
2373 Gordon Road
Alpena, MI 49707

Dear Mr. Mann:

Thank you for your cooperation in assisting us with our feasibility study. Your commitment to disseminate surveys to guidance personnel and administrators in your CEPD will truly enhance the collection of statewide data relating to guidance delivery and the need for personnel development.

Enclosed you will find the number of surveys for personnel in your CEPD:

	Total Number
1. Administrator Survey (for Vocational Directors, High School and Area Principals)	5
2. Counselor Survey (for secondary guidance, vocational and special needs counselors)	10
3. Job Placement Personnel Survey (for degree and non-degree personnel who spend 51% on more of their time providing placement services)	1
4. Career Resource Personnel Survey (for degree or non-degree personnel who spend 51% or more of their time providing career information, etc., to students)	1

Each survey contains a letter from our project, an addressed envelope to return the completed survey to Ferris State College, project brochure, and a postcard with your name and address. We would appreciate your maintaining a tally sheet of respondents to be used in checking off those that complete a survey. Respondents have been instructed to mail the postcard to you confirming survey completion. Further, we would appreciate your follow-up with nonrespondents between April 21-25 encouraging survey completion. You will note April 18th is the deadline for return of the surveys to Ferris, so your prompt dissemination is appreciated.

We are truly indebted to you and your staff for assisting us with this comprehensive study. The results will be examined by our project, the Center for Occupational Education, the State Department of Education, and evaluators from the field. Recommendations emanating from these groups will be consolidated into final recommendations for the State Department of Education regarding the establishment of a training and development center.

Your role is obviously a key to this comprehensive study. If you have any questions or concerns relating to the surveys, etc., please feel free to call me at 1-800-372-6233 or 1-616-796-0461, extension 5708 or Jill DeMull, project coordinator at extension 5741.

My appreciation and thanks to you again.

Sincerely,

John C. Backstrom
Director

JCB/bhm

Enclosures

cc: Dr. Scott D. Whitener
Dr. Richard T. Hawkins

APPENDIX H

List of Community Colleges

PUBLIC JUNIOR AND COMMUNITY COLLEGES

1. Alpena Community College
2. Bay de Noc Community College
3. C.S. Mott Community College
4. Delta College
5. Glen Oaks Community College
6. Gogebic Community College
7. Grand Rapids Jr. College
8. Henry Ford Community College
9. Highland Park Community College
10. Jackson Community College
11. Kalamazoo Valley Community College
12. Kellogg Community College
13. Kirtland Community College
14. Lake Michigan College
15. Lansing Community College
16. Macomb County Community College
17. Mid Michigan Community College
18. Monroe County Community College
19. Montcalm Community College
20. Muskegon Community College
21. North Central Michigan College
22. Northwestern Michigan College
23. Oakland Community College
24. St. Clair County Community College
25. Schoolcraft College
26. Southwestern Michigan College
27. Washtenaw Community College
28. Wayne County Community College
29. West Shore Community College

BEST COPY AVAILABLE

APPENDIX I

Letter to Deans of Student Services

Ferris State College

Center for Occupational Education

School of Education • Big Rapids, MI 49307 • (616) 796-0461, ext. 5711

Vocational Education Counseling and Placement Services

March 27, 1986

Richard Thompson
Vice President for Academic Affairs
Oakland Community College
2480 Opdyke Road
Bloomfield Hills, MI 48016

Dear Dick:

We would like to seek your participation, and that of your staff, in a statewide feasibility study. The study focuses on the need to establish a training and development center for secondary and postsecondary guidance, counseling, job placement and career resource personnel.

Our project, Vocational Education Counseling and Placement Services (VECAPS) funded through a grant from the State Board of Education at Ferris State College, is responsible for conducting this study.

We ask that you disseminate to your staff the following instruments for completion:

Administration survey	-	Dean of Student Services
Counselor survey	-	To professional staff providing 51% or more time to career guidance and counseling.
Job Placement survey	-	To professional staff providing 51% or more time in job placement services.
Career Resource survey	-	To professional staff providing 51% or more time in disseminating occupational and career planning information with students.

An estimated number of surveys are enclosed for your staff. Each survey contains a letter, instructions, addressed return envelope and brochure about our project.

We are greatly indebted to you for your cooperation and assistance with this important study. The results of this study may have considerable impact on long term personnel development in our state.

If you have any questions or concerns, please contact either of us at 1-800-372-6233 or 1-616-796-0461, extensions 5708 or 5741.

Sincerely,

John C. Backstrom
Director

Jill DeMull
Coordinator

cc: Dean of Occupational Education

Enclosures

APPENDIX J

Dr. Lola Jackson's Letter

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

VOCATIONAL TECHNICAL EDUCATION SERVICE
Box 30009, Lansing, Michigan 48909

PHILLIP E. RUNKEL
Superintendent
of Public Instruction

STATE BOARD OF EDUCATION
THOMAS OTTO STEANBERGER
President
BARBARA DEBOER HEILER
Vice President
BARBARA ROBERTS MASON
Secretary
DOROTHY BEARDMORE
Treasurer
DR. EDMUND F. VANDETTE
NASBE Delegate
CARROLL M. HUTTON
CHERRY JACOBUS
ANNETTA MILLER

GOV. JAMES J. BLANCHARD
Ex Officio

M E M O R A N D U M

TO: Counselor Educators, Vocational Education Directors, Occupational Deans, Deans of Student Services, Career Educators, Vocational Specialists

FROM: Lola V. Jackson, Acting State Director

DATE: September 12, 1985

SUBJECT: Feasibility Study

The Vocational Education Counseling and Placement Services Project (VECAPS) is funded by a grant to Ferris State College from the Michigan State Board of Education, Michigan Department of Education, Vocational-Technical Education Services. An important aspect of the grant is a study which will be undertaken in order to determine the feasability of a training and development center(s) to serve career/vocational counselors, job placement and career resource center personnel. The recommendations which result from the study will be based on data gathered from a variety of sources including a national survey of the states, interviews, an assessment of perceived training needs and input from a panel of experts composed of counselor educators, practitioners and representatives of professional organizations.

The needs assessment instrument will be distributed to a stratified random sampling of secondary and community college administrators, counselors, job placement and career resource center personnel, and counselor educators in late September. Each of these respondent groups have opinions and information which will be useful in developing recommendations.

You and your staff are encouraged to assist the project by completing and returning the completed survey instrument to the VECAPS Project by the deadline.

APPENDIX K

Secondary and Postsecondary Forum

Agendas and Participants

VOCATIONAL EDUCATION COUNSELING AND PLACEMENT SERVICES

Secondary Statewide Forum Agenda

Harry Hill Academic and Vocational Center
Lansing, Michigan
June 26, 1986

8:30 - 9:00	Continental breakfast
9:00	Welcome - Dr. Richard T. Hawkins, Assistant Director Center For Occupational Education
	Introductions
9:15	Background of the feasibility study and statewide secondary and postsecondary surveys
9:30	Presentation of statewide survey findings 1. Administrator 2. Counselor 3. Job Placement 4. Career Resource
	Dr. Katherine Manley, Consultant Ferris State College
10:30	Statewide Perspective of the Survey Data Dr. James Rudolph Michigan Department of Education
10:45	Group analysis of the data and findings
	#1. Administrators - Professional Organizations #2. Counselors - Counselor Educators #3. Placement #4. Career Resource Personnel
12:00	Lunch
1:00	Group identified recommendations
2:00	Group reports
3:30	Adjournment

Forum Facilitators: Dr. Katherine Manley, Consultant
Dr. Richard T. Hawkins, Assistant Director
Center for Occupational Education
Dr. Linda S. Peters, Assistant Director
Center for Occupational Education
John C. Backstrom, VECAPS Director
Jill DeMull, VECAPS Coordinator

SECONDARY STATEWIDE FORUM
PARTICIPANTS

University Personnel

Counselor Educators

Dr. Thelma Urbick, Western Michigan University
Dr. Edward G. Adamek, Wayne State University
Dr. John Waidley, Eastern Michigan University
Dr. Richard Johnson, Michigan State University

Other

Dr. Elinor Waters, Director, Continuum Center
Oakland University

Dr. Lauren W. Berman, Director of Testing and
Evaluation, Western Michigan University

Professional Organization Representatives

Tom Kage, Michigan Career Development Association
Gene Lewis, Michigan Occupational Special Needs Association
Cathy Feyt, Michigan Association of Secondary Placement Personnel
Sylvia Stull, Michigan Vocational and Occupational Guidance Association

Administrators

Bill Mayes, CEPD Specialist
Gratiot - Isabella Intermediate School District
Carolyn Bufkin, Principal
Cassopolis High School
Michael Beckwith, Principal
Branch Area Career Center
Charlene Parrott, Career Education Coordinator
Farmington Public Schools
Dan Dansereau, Student Services Coordinator
Bay-Arenac Intermediate School District

Counselors

Marilyn DePue, Coldwater High School
Walter Anderson, Rockford High School
Loren Anderson, Mount Pleasant
Vocational Center
Hugh Hansel, Special Needs
Branch Area Career Center
Earl LeTissier, Perndale High School
Judy Fife, Carson City - Crystal High School

Placement Personnel

James W. Hall, Flint Community Schools
Jerry Kobat, Bay-Arenac Skill Center
Robert Marston, Montcalm Area Career Center

Career Resource Personnel

Betty Ann Leopold, Rochester Public Schools
Shirley Gunter, Rochester Public Schools
Becky Garity, Troy High School
Cecile Gale, Lenawee Vocational
Technical Center
Carol Wagasky, Grand Haven High School

Michigan Department of Education

Dr. James Rudolph, Research Consultant
Gertrude Bonaparte, Vocational Guidance
Consultant

Forum Facilitators

Dr. Katherine Manley, Consultant
Dr. Richard T. Hawkins, Assistant Dean
School of Education
Dr. Linda S. Peters, Director
Center for Occupational Education
John C. Backstrom, VECAPS Director
Jill DeMull, VECAPS Coordinator

VOCATIONAL EDUCATION COUNSELING AND PLANNING SERVICES

Postsecondary Statewide Forum Agenda

Lansing Community College
Room 192 - Arts and Sciences Building

July 25, 1986

8:30 - 9:00	Coffee and rolls
9:00	Welcome Introductions
9:05	Background of the feasibility study and statewide secondary and postsecondary surveys
9:15	Presentation of statewide survey findings 1. Administrator 2. Counselor 3. Job Placement 4. Career Resource Dr. Katherine Manley, Consultant Ferris State College
10:15 - 12:00	Group analysis of the data and findings
12:00	Lunch
1:00 - 2:00	Group identified recommendations
2:00 - 2:15	Closure Adjournment

Forum Facilitators: Dr. Katherine Manley, Consultant
John C. Backstrom, VECAPS Director

COMMUNITY COLLEGE FORUM
July 25, 1986
Lansing Community College

Participant	Position	Institution/ Organization
Sterling Breed	Counselor	Western Michigan University; Michigan College Personnel Assoc.
Diane Fenby	Director of Placement	Jackson Community College
Dr. Bert Fettig	Associate Dean of Students	Delta College; Michigan Assoc. Community College Personnel Administration
Dr. Bruce Grow	Community College Consultant	Michigan Department of Education
Mary Lawrence	Placement	Lansing Community College
Elias Lumpkins	Dean of Students	Grand Rapids Junior College
Noreen Ruehs	Counselor	Oakland Community College
Dr. William Schaar	Dean of Student Personnel/Services	Lansing Community College
Craig Searight	Placement	Mott Community College

Dick Severence	Special Services Director	Macomb Community College, Michigan Occupational Special Needs Association
Dr. Norm Stewart	Counselor Educator	Michigan State University
Dr. Shirley West	Director of Counseling	Grand Rapids Junior College

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL AND STATE LAW

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